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BETTER ENGLISH FOR SPEAKING AND WRITING

BOOK TWO

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P–1–23

PREFACE

The child, thinking, speaking, writing, holds the center of the stage from the beginning to the end of this language series. As one of a group of his own kind, he is the motive force which sets in action the lesson from day to day. The teacher is the power behind the group which controls this motive force. She directs the free interchange of experience toward the three-fold end: clear thinking, clear expression, and clean-cut enunciation. Stated in brief, the aims of the series are to establish certain vital points, few in number and chosen with reference to the child's immediate need, and to hold the child responsible for these points as he progresses from year to year.

In the choice of material, effort has been made to find suggestive and stimulating illustrations; in the use of this material, the endeavor has been to relate it, as far as possible, to the child's own experience. Thus his reaction will be dynamic, instead of static, actually creative instead of merely imitative.

Frequent illustrations are given of actual work done by children in the classroom. Emulation of such work is within the power of every child. Hence much good, it is believed, can be drawn from exercises of this kind.

The chief end of the composition work in the series is to develop a sentence-sense in the consciousness of the child. To this end, the sentence is taught in the beginning and then treated throughout, not as an

isolated unit, but as one of a group of related units of thought.

Throughout the series, much attention is given to voice training, in order to meet a growing demand for the improvement of American speech among both the native-born and the foreign elements. This training begins with a few very simple exercises in the third grade, and develops into a definitely organized treatment in the later grades. The objective of these lessons is to make the child feel from the outset that what he says to his friends will fail of its purpose, no matter how well expressed his thought may be, unless his voice is adequate, his enunciation clear, and his pronunciation correct.

The emphasis in the voice work is placed on correct breathing, clear enunciation of the principal consonants and vowel sounds, and on distinct pronunciation of certain commonly neglected word endings. The exercises in voice training, and in language, both oral and written, have been successfully developed by actual experience in the classroom.

In the dictionary, word-study, and vocabulary lessons included in Books II and III of the series, it is suggested that the *Winston Simplified Dictionary*, because of the simplicity of its definitions and its general adaptation to the needs of the youthful student, will be found especially helpful.

Particular thanks are due to Miss Doris Thorn Wright, teacher of English in the William Penn High School of Philadelphia, who has given minute and exhaustive criticism and advice on the manuscript

and proof of the books, and who has made numerous and valuable suggestions. The authors wish also to extend their thanks to Mrs. Susie Root Rhodes, Supervisor of Municipal Playgrounds of the District of Columbia, and to Dr. Rebecca Stoneroad, Director of Physical Training in the schools of Washington, D. C., for the privilege of using photographs of playground activities, and to Mrs. S. S. Alburtis, of the Wilson Normal School of Washington, D. C., for the use of garden pictures.

S. E. S.
C. I. O.
M. E. G.

ACKNOWLEDGMENTS

Grateful acknowledgment is made to the following authors and publishers for their courtesy in allowing the use of the copyrighted material in this volume:— to Harper & Brothers for Arthur Guiterman's "Little Lost Pup" from "The Laughing Muse"; to *The Saturday Evening Post* for James H. Collins' "The Three Fairies"; to *The Youth's Companion* for L. E. Chittenden's "A Little Knight"; to Harr Wagner Publishing Company for Joaquin Miller's "Columbus"; to Reilly & Lee Company for Edgar A. Guest's "It Couldn't Be Done" from "The Path to Home", copyrighted 1919; to the Century Company for Jacob Riis' "Heroes of Fire". Margaret J. Preston's "The First Thanksgiving Day", Henry W. Longfellow's "Daybreak" and "The Emperor's Bird's Nest", John Saxe's "The Blind Men and the Elephant", Frank Dempster Sherman's "Fairy Shipwreck" and "Snowflakes", and Sara Orne Jewett's "Discontent" are printed by permission of, and under special arrangement with Houghton Mifflin Company, authorized publishers. The authors also wish to acknowledge the courtesy of The Eastman Kodak Company in permitting the use of their photographs for picture-studies and illustrations.

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BOOK TWO

PART ONE



YOUNG GARDENERS AT WORK

1

TALKING ABOUT A PICTURE

I

What are the children in the picture doing?

What time of the year do you think it is? Give the reason for your answer.

What is growing in the garden?

This garden was once an old dumping ground near the school.

Tell what you think the children did first.

How did they get their soil ready for planting?

Tell what they had to do all through the spring and summer.

What do you think the boys and girls will do with their crops?

II

How many of you have ever had a garden? What did you raise?

What advantage is it to you to have a garden? to your family? to the outside world?

Have you ever learned how to can the things you raised?

Tell how you did it.

Why is it a good thing to have gardens?

Write a paragraph about your own garden or about the garden in the picture.

Here are some suggestions that may help you.

1. My lettuce bed.
2. How I made my peas grow.
3. What I like best to raise.
4. Getting ready for planting.
5. Why I decided to have a garden.
6. How I disposed of my vegetables.
7. Why I decided to raise ——.

2

FINDING A STORY IN A PICTURE



A Young Gardener

Here is a proud young gardener with two fine specimens of eggplant. Perhaps they will take a prize

Where might he exhibit his eggplants?

Who might offer a prize?

Have you ever seen an exhibition of vegetables or fruit?

Where was it?

What kind of prize was given?

Make a story about the boy who won a prize.

Vote for the best story.

3

REVIEWING WORD FORMS

SEE, SAW, HAVE SEEN

Two of you may read aloud the conversation between Jack and his mother, using the correct form of the word *see* where it is omitted.

I —— Fred's garden this morning, mother.

Did you, Jack? Then you must have —— those prize eggplants that I have heard so much about.

Yes, I —— them. I have —— fine ones before, but I have never —— such big ones as Fred's.

And I have never —— better tomatoes than those he brought me the other day.

***See* and *sees* show present time.**
***Saw* shows past time.**
***Seen* shows that the action is completed.**

Remember that *seen* must be helped by *have*, *has*, or *had* to show that the action is completed.

Remember also that *saw* is *never* helped by any other word.

Make a new conversation, using these words. Read your conversation to the class.

You may think that you know these troublesome little words *saw* and *seen* because you can select the right one for the blank. But you do not really know them unless the habit of using them correctly is so firmly fixed that you never send one to do the work of the other.

The class, working together, will make conversations for the word forms that follow. Write the conversations on the blackboard.

give	gave	have given
take	took	have taken
raise	raised	have raised

Two of you may read each of the conversations.

4

TALKING ABOUT A POEM

Robin Redbreast

Good-by, good-by to summer!
For summer's nearly done;
The garden smiling faintly,
Cool breezes in the sun;
Our thrushes now are silent,
Our swallows flown away,—
But Robin's here in coat of brown,
And scarlet breast-knot gay.
Robin, robin redbreast,
O Robin dear!
Robin sings so sweetly
In the falling of the year.

Bright yellow, red, and orange,
The leaves come down in hosts;
The trees are Indian princes,
But soon they'll turn to ghosts;
The leathery pears and apples
Hang russet on the bough;
It's autumn, autumn, autumn late,
'Twill soon be winter now.
Robin, robin redbreast,
O Robin dear!
And what will this poor robin do?
For pinching days are near.

The fireside for the cricket,
The wheat-stack for the mouse,
When trembling night winds whistle
And moan all round the house.
The frosty ways like iron,
The branches plumed with snow,—
Alas! in winter dead and dark,
Where can poor Robin go?
Robin, robin redbreast,
O Robin dear!
And a crumb of bread for Robin,
His little heart to cheer.

—*William Allingham.*

What signs that summer is over does the poet mention?

Where have the swallows gone? What other birds have gone with them?

What does the poet call the trees? Why?

What does he mean when he says that they will soon turn to ghosts?

What word might be used instead of *pinching?*

Have you ever seen the branches *plumed* with snow? Tell about them.

Have you ever noticed the oak, the maple, the sumach in autumn? What colors have their leaves become?

Have you ever seen a birch tree when its leaves have fallen? What did it look like?

Have you ever seen an apple orchard in the autumn? Tell about it.

What will you remember to do for poor robin during the winter?

Have you ever fed a bird regularly during the winter?

Tell about your experience.

5

BUILDING A VOCABULARY

USING THE RIGHT WORD

In each of the blanks use a word chosen from the list that follows.

It was just the day for a —— walk in the woods. The weather was —— and ——, with —— frost to —— the chestnut burrs. Jip —— on ahead of us —— for adventure. He found it when a —— little rabbit —— across our path and —— away into the bushes. Jip wasn't pleased when we called him back and —— him to let the bunny alone. A —— squirrel —— up a tree and sat on a ——, scolding us while Jip —— at him. From the very top of a pine tree, a crow looked down at us and —— "Caw, caw, caw!"

brisk	burst	frightened	scampered
long	ran	timid	limb
clear	trotted	hopped	branch
cold	bounded	hurried	barked
crisp	looking	scurried	yapped
enough	seeking	told	cried
sufficient	hunting	commanded	laughed
open	scared	saucy	scolded

Give the story a title.

Have you ever taken a walk in the woods, or in the park, or along a country road in the autumn? Tell what you saw.

6

WRITING ABOUT AUTUMN

Write a paragraph of five or six sentences, giving a picture of autumn. You may select your title and your beginning sentence from the following. Use words from the following list to help your picture.

The Autumn Woods.

The trees have put on their brightest autumn dress.

My Garden.

My flower garden is very gay in the autumn.

In the Park.

I like to go to the park on a bright autumn day.

Nutting.

Rover and I went nutting the other afternoon.

maple	green	hard	bed	acorns
oak	leaves	frosty	geraniums	burrs
chestnut	dried	fence	dahlias	nuts
sumach	rustle	hedge	marigolds	squirrel
red	ground	goldenrod	salvia	rabbit
yellow	fields	path	zinnias	robin
brown	road	border	asters	crow

7

A STORY TO FINISH

One day last summer, Uncle Dan took John and me for a drive in his new automobile. We rode rather slowly at first, but presently Uncle Dan said, "I'll speed up a bit, and show you what the car can do."

Soon, we were going at the rate of forty miles an hour. We had not gone very far, however, when a motor-cycle came up even with us, and the rider held up his hand. Uncle Dan waved back at the man in a friendly way. "Boys," he said, "that fellow wants to race." So he let out the lever a few notches, and then that new car flew! For a few minutes the motor-cycle kept up with us, but soon we left it far behind.

After a good run, we stopped by the roadside to eat our lunch. Just as we each bit into our first sandwich, the man on the motor-cycle rode up and dismounted. Uncle Dan greeted him cordially and invited him to share our lunch. Instead of answering, the man took a note book and pencil out of his pocket, and turned back his coat. There on his vest was ——

Read the story silently.

What do you think the man had on his vest?

What do you think happened next?

Finish the story by writing two or three sentences on paper.

Read in turn your endings.

The class may select the best ending, and it may be written on the blackboard.

8

USING WORD FORMS

DRIVE DROVE HAVE DRIVEN

1. Uncle Dan *drove* an automobile.
2. Have you ever *driven* one?
3. I have *driven* a horse.

RIDE RODE HAVE RIDDEN

1. We *rode* slowly at first.
2. The man on the motor-cycle *rode* up to us.
3. Have you *ridden* a motor-cycle?
4. You no doubt have *ridden* in an automobile.

EAT ATE HAVE EATEN

1. We *ate* our lunch by the roadside.
2. We had *eaten* very little when the man came along.

Driven, ridden, and *eaten* are helped by *have, has,* or *had.*

Drove, rode, and *ate* are *never* helped by another word.

Read the sentences that follow, using the correct word form in each blank.

1. How many apples have you —— to-day?
2. The mice have —— all the cheese in the trap.

3. I have —— a bicycle ever since I was a little boy.
4. Father —— his new car for the first time yesterday.
5. Uncle Dan has not —— a horse since he bought an automobile.
6. We —— our dinner in a great hurry.
7. They mounted their horses and —— to the top of the hill.

Make other sentences, using these word forms. Read your sentences to the class.

9

USING CAPITAL LETTERS

TITLES OF BOOKS

Here is a list of good books for boys and girls to read. Notice which words in the titles begin with capital letters.

The Story of Roland.....Baldwin.
The Land of the Blue Flower....Burnett.
Puck of Pook's Hill.....Kipling.
A Dog of Flanders.....Ouida.
Two Little Confederates.....Page.
Men of Iron.....Pyle.
Panama, Past and Present.....Bishop.
The Lance of Kanana.....French.
The Prince and the Pauper.....Mark Twain.
On the Trail of Washington.....Hill.

The first word and all important words in a title begin with capital letters.

Write the following titles, using capital letters where they are needed.

wonderful adventures of nils.....lagerlof.
deeds of daring done by girls....moore.
with the indians in the rockies...schultz.
merry adventures of robin hood..pyle.
young puritans in captivity.....smith.

10

USING *BETWEEN* AND *AMONG*

Father brought some books and some candy when he came home. He said that Joe and I could divide the books *between* us, but that the candy must be divided *among* all the children.

To how many children were the books given?

To how many children was the candy given?

The word *between* is used when how many people are spoken of?

When is the word *among* used?

Copy the following sentences, putting *between* or *among* into the blanks.

1. He sat —— James and Ralph.
2. Roy came —— us as a stranger.
3. This secret is —— you and me.
4. Divide the marbles —— the four boys.
5. He distributed the papers —— the crowd.
6. I walked —— the two rows of desks.
7. The place lies —— the two rivers.
8. He was —— those present at the reception.

The word *between* is used when two people or things are considered.

The word *among* is used when three or more persons or things are considered.

Write other sentences containing these words. Read your sentences to the class.

11

TALKING ABOUT A POEM

Little Lost Pup

He was lost!—not a shade of a doubt of that;
For he never barked at a slinking cat,
But stood in the square, where the wind blew raw,
With a drooping ear and a trembling paw
And a mournful look in his pleading eye
And a plaintive sniff at the passer-by
That begged as plain as a tongue could sue,
"O, Mister, please may I follow you?"
Oh, the saddest of sights in a world of sin
Is a little lost pup with his tail tucked in!

Well, he won my heart (for I set great store
On my own red Bute—who is here no more),
So I whistled clear, and he trotted up,
And who so glad as that small lost pup?

Now he shares my board and he owns my bed
And he fairly shouts when he hears my tread;
Then, if things go wrong, as they sometimes do,
And the world is cold and I'm feeling blue,
He asserts his right to assuage my woes
With a warm red tongue and a nice cold nose
And a silky head on my arm or knee
And a paw as soft as a paw can be.

When we rove the woods for a league about,
He's as full of pranks as a school let out;
For he romps and frisks like a three months' colt,
And he runs me down like a thunderbolt.
Oh, the blithest of sights in the world so fair
Is a gay little pup with his tail in the air!

—*Arthur Guiterman.*

From *The Laughing Muse.* Copyright 1915, by Harper & Brothers.

How do you know that the dog was lost?

How did he beg for a home?

How did he know whom to follow?

How did he act after he had found a home?

Have you ever seen a lost dog? Tell about him.

Tell a story about your own dog, or about one in your neighborhood.

12

SPEAKING WORDS CORRECTLY

GET

A Word Game

Appoint two leaders. The leaders will choose the boys and girls for their respective sides.

Starting with the leaders, each boy or girl in turn on the first side will ask a question containing the word *get,* and those on the second side will answer it, using *get.* If anyone pronounces the *e* in *get* incorrectly, he will take his seat. When a pupil cannot think of a question or answer containing the word, he also will take his seat. The side having the greater number standing when all have spoken wins the game.

AMERICA

A patriotic American should speak the name of his country correctly. The *e* in *America* is like the *e* in the following words. Read the list aloud.

gĕt

sĕnt	Jĕrry
rĕnt	fĕrry
dĕnt	mĕrry

Amĕrica

In turn, around the class, make sentences containing the word *America* or *American.* Speak the *e* in every sentence correctly.

13

TALKING ABOUT THE SENTENCES IN THE PARAGRAPH

A MORNING CONCERT

One morning last summer as I stood on the front porch of my home, I heard a wonderful concert. The prelude was the rustling of the leaves in the wind. This performance was loudly applauded by the bluebirds and song sparrows, who contributed to the program by singing a chorus. Then a cardinal, dressed in a bright red suit, whistled a short but beautiful solo. There was a moment's silence after he stopped. Presently, it was broken by the loud quacking of the ducks on the pond, who called for more music. But the moo-oo-oo of a cow in the distance sounded instead. Then came a rumble of wheels, and a farm wagon passed. Soon everything was astir.

—*A Pupil.*

What is the thought of the paragraph as a whole?

This thought rules the paragraph. It is the *paragraph thought.*

Now study the paragraph, sentence by sentence, to see how each sentence helps along the paragraph thought.

The words of a sentence must be put together, or grouped, so as to express one thought completely.

Just so, the sentences of a paragraph must be put together, or grouped, so as to express the paragraph thought completely.

14

WRITING A PARAGRAPH

Write a paragraph about the performers in this concert.

Let your first sentence be:

The performers in the morning concert lived out-of-doors.

What must each sentence in your paragraph do?

Write a title above your paragraph.

Be sure to leave a blank line between the title and the paragraph.

15

REVIEWING CAPITAL LETTERS AND MARKS OF PUNCTUATION

ABRAHAM LINCOLN

If I were to ask you, "Who was our greatest President?" some of you would probably answer, "George Washington." Most of you would agree, though, that

President Lincoln was as great as Washington. Both of these famous men were born in the month of February, Washington in 1732, and Lincoln in 1809.

Sometimes you think it is a hard task to go to school all the week from Monday to Friday, but Abraham Lincoln would have been glad of your chance to learn. In all his life he went to school for only a few months. He had very few books, too, instead of the many readers, histories, and geographies that you have, for his father was poor and could not buy him books or paper. So when Lincoln wished to remember something that he had seen or heard, he took a shingle from the wood pile and wrote on it to save paper. He also kept a scrap book, in which he copied funny sayings, and facts of history, geography, and arithmetic. In one of these books he wrote,

"Abraham Lincoln
His hand and pen;
He will be good
But God knows when."

As Lincoln liked to read, he often borrowed the books that he could not afford to buy. On one occasion he obtained the *Life of Washington* from a man named Crawford for whom he sometimes worked. He was very careful of the book, but one day, in spite of his care, it was soaked with the rain which came in between the cracks of the log cabin in which the Lincoln family lived. When he told Mr. Crawford about it, the man said, "You must work the book out." So, for three days Abraham pulled fodder for the cattle to pay for the book.

After that, Lincoln read stories of the lives of many famous men. In that way he learned much of the history of the United States and other countries.

Even though he had to work when other boys were at school or at play, he kept on with his studies. He knew that he must learn to speak correctly, if he wanted people to listen to him. He was so determined to speak and write well that one day he walked six miles to borrow a grammar which the schoolmaster said would help him in his language.

You know that this poor boy, who was called "Honest Abe" by his neighbors, became President Lincoln and lived in the White House instead of in a log cabin. You must read in your histories the story of his later life.

Read the sentences in the first paragraph. What is the first word in each sentence? With what kind of letter does it begin?

Find the names of all the people in this story. With what kind of letter does each name begin?

How many titles are used in this story? With what kind of letter does each title begin? Tell which title is abbreviated. How is the abbreviation formed? By what mark is the abbreviation followed? Which title is not abbreviated?

What days of the week are mentioned? What month is mentioned? With what kind of letter does the name of each day and the month begin?

Name all the capital letters in the first sentence. Tell why each one is used.

Look at the rime which Lincoln wrote in his scrap book. Name all the words beginning with capital letters. Why are these words capitalized?

Read the question in the first sentence. Read what Mr. Crawford said to Lincoln. Where are the quotation marks placed? Why? Tell why commas are used after the word *you* and the word *answer* in the first sentence.

What was the name of the book which Mr. Crawford lent to Lincoln? What words in the title are capitalized? Why?

16

BEING PATRIOTIC IN SPEECH

The story of President Lincoln's boyhood teaches all boys and girls a new lesson of patriotism. As good Americans you will not only pronounce correctly the words *America* and *American*, but, like Lincoln, you will learn to speak correctly all the words you use, and thus show that you are loyal to the English language, which is the language of America.

Pronounce the words in the following list:

something	language	yesterday
February	history	usually
geography	forehead	children
arithmetic	government	introduce
America	Europe	Asia
victory	library	contrary
borrow	follow	yellow
height	strength	nothing
chimney	drowned	attacked

Make sentences, using these words. Read your sentences to the class.

17

LEARNING TO COPY

With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in.

—*Abraham Lincoln.*

These words are a part of the speech made by Lincoln the second time he was inaugurated as President.

Copy this sentence and learn it.

NOTE: This and the following *Learning to Copy* exercises may be used as *Dictation* exercises.

18

A STORY

TOO WARM FOR MIKE!

It was bitter weather. The icy winds howled and shrieked around the house. Our big gray cat made herself comfortable in the kitchen during these cold days, but old Mike, the Tom cat, was strangely absent. Usually, he was the terror of the neighborhood no matter how severe the weather; but now everyone noticed his absence and many were the guesses as to its cause.

All the cats in the block felt highly jubilant over his disappearance. They gathered in sheltered nooks and pow-wowed over the good news. Their chorus of joy was ear-splitting. "Mike's dead! Mike's dead! Yeow, yeow, y-e-o-w!" they howled, and their silly tails stuck straight up in the air until they froze. Then the chorus disbanded, and its members sought warm quarters where they could sleep in peace.

I went down into the cellar to look after the fire, fully expecting to see icicles on the furnace door. A cheerful fire was burning, however, and I decided to make it more cheerful. I seized the shaker and shook with a will. At once, the whole furnace seemed to start from its foundation. The biggest fuss and clatter imaginable came from below the grate. The contents of the ash-pit flew forth and hit me in the face. Clouds of dust and ashes arose, and out shot Mike, crazy, battle-scarred, and green-eyed!

—*A Pupil.*

19

ADDING TO THE STORY

What do you think Mike did when he came out of his warm bed?

Where did he go?

Why did he go there?

Make up a new *Mike* story by adding to this one.

Several of you may tell your stories.

Your classmates may decide by vote which story is the most interesting.

20

TELLING OTHER ANIMAL STORIES

What does your cat do in cold weather?

What does your dog do?

Has your cat or dog ever found a strange place for shelter during the cold weather?

On a hot summer day where does your dog or cat like to go?

Tell your classmates about the strange hiding place your cat or dog once found in summer or in winter.

If you have ever been on a farm or on a ranch, you may tell:

1. How the cows keep cool on a hot day.
2. How the sheep seek warmth when caught in a snowstorm.

If you have visited the zoölogical gardens you may tell:

1. How the polar bear enjoys himself in cold weather.
2. What the seals do on a cold day.

Perhaps you can tell a story about one of the following:

1. The squirrel's winter home.
2. How the bear spends the winter months.
3. The little bird that didn't go south.
4. What becomes of the frog in winter time.
5. The cricket that hides by the fireside.
6. The mouse's home in the wheat-stack.

21

REVIEWING WORD FORMS

DO, DID, HAVE DONE

Two of you may read to the class this conversation between Dick and his father, using the correct form of the word *do* wherever it has been omitted.

"Have you —— that errand for me, Dick?"

"Yes, father, I —— it this morning before school. I —— one for Miss Harris, too, on my way home from

school. And this afternoon I —— three for mother. That makes five errands that I have —— to-day."

"You —— a good many errands, son, don't you?"

"Yes, father, I ——; but it doesn't hurt me."

***Do* and *does* show present time.**
***Did* shows past time.**
***Done* shows that the action is completed.**

Remember that *done* must be helped by *have*, *has*, or *had* to show that the action is completed.

Remember, too, that *did* is *never* helped by any other word.

If you really know these words you will never call on *did* or *done* to work for each other.

Write conversations like the one above, using the different forms of the word *do*. Read your conversations.

22

WRITING CONVERSATIONS WITH OTHER WORD FORMS

The class, working in pairs, will write conversations for the following word forms:

bite	bit	have bitten
blow	blew	have blown
shake	shook	have shaken

Two of you may read each of the conversations.

23

WRITING SENTENCES

Write in sentences the answers to the following questions.

1. Who sang in the chorus of the morning concert?
2. Who sang a solo?
3. Why did Mike hide in the furnace?
4. Where did the gray cat stay during the cold weather?
5. How did the other cats feel about Mike's disappearance?
6. Where will the mouse live during the winter?
7. What can you do for Robin when the snow comes?
8. Where will the cricket keep warm in winter time?
9. How did you know that the little pup was lost?
10. What did the rabbit do when it saw Jip?
11. Why was Lincoln called "Honest Abe?"

24

USING THE VOICE

Every one owns a musical instrument by means of which he produces sounds, in speaking and singing. It is partly a wind instrument, like the flute, and partly a stringed instrument, like the violin, for our breath and our vocal cords are needed in both speaking and singing.

With our musical instrument, as with other musical instruments, we can make harsh sounds if we use it badly, or pleasing sounds if we learn to use it in the right way.

In learning to play the piano or violin, we must practice the notes over and over to make smooth, clear tones. We must also practice with the musical instrument in our throat in order to speak or sing in clear, smooth tones.

WH

Begin your practice with a breathing exercise.

1. Stand on the balls of your feet, your heels only lightly touching the floor, your chest forward and shoulders down.
2. Place your hands on your ribs at about the waist line, with fingers pointing forward and slanting downward, and thumbs back.
3. Breathe in gently through your nose, without lifting your shoulders.

   Be sure that you feel your breathing where your finger-tips rest against your ribs.

   Round your mouth as if for a whistle. Now blow out gently, without making a whistling sound. Repeat five times.

   When you give out your deep breath in this way, you are making the *wh* in *wheel.*
4. Breathe in gently and deeply, keeping your fingers as before.

   Blow out gently with rounded mouth, making *wh* and adding at the end *eel.* What word have you pronounced?
5. Practice in the same way as in *Exercise 4* the words *where, when, what,* and *while.*

Read the following sentences, speaking the *wh* words correctly.

1. When the wind whirls the autumn leaves about madly, winter is near.

2. Why does the north wind whistle and roar?
3. While the rear wheels were spinning around, John threw a rock into the rut to stop them.

Pronounce the following words:

whale	whim	whisper
wheat	whine	white
which	whip	why

Write three sentences, using as many of the words in the list as you can.

Read your sentences aloud. Be careful to pronounce correctly all of the *wh* words.

25

A STORY

The Three Fairies

1. Last year, three wondrous fairies showered the West with riches. They are still pouring bounty from their horns of abundance.

2. First and most powerful was the fairy queen, Cupra, with her tawny Indian skin and quick-running red blood, altogether lustrous and lovely. Her gifts to the West ran to a round million dollars a day.

3. The second fairy was Zincuma, who had nothing like Cupra's power of attraction. Indeed, for many years the West did not consider Zincuma a fairy at all, but a mischief-making earth sprite, created to annoy. However, her real character became apparent when she brought gifts amounting to a quarter of a million dollars daily.

4. Finally, there was the fairy Plumbuma, the blue-lipped one, heavy-lidded, and slow in all her ways.

She bestowed three-fourths of a million dollars weekly on those who sought her out.

5. These are all fairies of the mineral kingdom. In the markets of the world they go under their commoner names of copper, zinc and lead.

—*James H. Collins.*

The Saturday Evening Post, October 4, 1916.

26

STUDYING THE PARAGRAPHS IN THE STORY

Five of you, in turn, may read aloud the five paragraphs of the story.

What does the first paragraph tell you?

What are the fairy names of copper, zinc, and lead?

Write a sentence telling the fairy name of each.

Which paragraph tells you what Cupra did for the West?

Which tells what Zincuma did?

Which tells you what Plumbuma did?

What is the thought of the last paragraph?

27

WRITING A PARAGRAPH STORY

Can you think of three fairies of the vegetable kingdom?

Write a paragraph, telling something that one of these fairies does for you.

What must the sentences in your paragraph do?

Give your story a title.

Some one may write his paragraph on the blackboard.

What will the class notice about the thought of the paragraph? about the sentences in the paragraph?

The class will also note whether the first sentence makes a good beginning, and the last sentence a good ending for your paragraph.

28

USING THE RIGHT WORD

Read these sentences, putting the correct word in each blank.

I, ME

1. Father and —— are going to the mountains.
2. Tom and —— watched the smoke coming out of the chimney.
3. Between you and —— I don't believe a word of it.
4. Mary, Clara, and —— went to the moving pictures.
5. Mother gave the new handkerchiefs to Cora and ——.
6. Coming home, Dick sat between father and ——.
7. She asked Frank and —— to go to the grocery store.
8. Aunt Mary sent beautiful sweaters to Grace, Helen, and ——.
9. Father said that Dick and —— must stay at home.
10. Jim and —— counted a hundred diamonds in the shop window.

HE, HIM

1. Fred said that Jack and —— caught eleven fish.
2. Joe told us that his father had given Tom and —— a new automobile.

3. Tom and —— are both learning to drive.
4. Dick wants to know if you will share your tent with Frank and —— when we all go camping.
5. Frank and —— have no tent of their own.

SHE, HER

1. Mother telephoned that father and —— would not be home until eleven o'clock.
2. Aunt Sarah wrote that grandma and —— are not well.
3. We are going to see both grandma and —— very soon.
4. Helen said that you had invited Florence and —— to your party.
5. She said, too, that neither Florence nor —— could come.

29

TELLING EXPERIENCES

You have all had interesting things happen to you. Plan to tell one of these to your classmates.

Perhaps the following topics may suggest something to you.

1. My First Party.
2. Learning to Skate on Ice.
3. Learning to Use Roller-skates.
4. At the Moving Pictures.
5. My First Day at School.
6. My First Day at the Farm.
7. Learning to Ride a Pony.
8. Learning to Ride a Wheel.
9. My First Fishing Trip.
10. Wading in the Brook.

11. Playing in the Hay.
12. Building Sand Forts.

In relating your experience, it will help you if you plan to tell:

1. When and where it happened.
2. What was the most interesting thing about it.
3. How it turned out.

30

REVIEWING WORD FORMS

COME, CAME, HAVE COME

Two members of the class may read the conversation that follows, supplying the correct form of the word *come* wherever it is omitted.

" —— in, Helen. I am glad to see you."

"Thank you, Grace. I —— to tell you that my brothers have —— home from the war."

"I am very glad. My brother has ——, too. He —— last week. We are very happy to have him home again."

"We are happy, too. When my brothers —— into the house last night, I cried for joy. The best of it all is that they have —— to stay."

"Here —— my brother. He will be glad to see you."

***Come* and *comes* show present time.**

***Came* shows past time.**

***Come,* helped by *have, has,* or *had,* shows that the action is completed.**

Remember that *came* is *never* helped by any other word.

Be sure that you never allow *come* and *came* to work for each other.

Write a conversation like the one above, using the different forms of the word *come*. Read the conversation.

31

WRITING CONVERSATIONS WITH OTHER WORD FORMS

The class, working in pairs, will write conversations, using the word forms that follow.

tear	tore	have torn
speak	spoke	have spoken
begin	began	have begun
ring	rang	have rung

Two of you may read each of the conversations.

32

AN AROUND-THE-CLASS STORY FROM A PICTURE



Select a title for the picture.

Make up a story about the picture in this way:

Some one begin the story. Be sure to make a good beginning sentence.

Each one of you may continue the story as your teacher calls on you.

If you cannot do so when called, you must go to the blackboard and write a sentence about the picture.

The pupil who finishes the story must make a good ending sentence.

33

BUILDING A VOCABULARY

RESTING OVERWORKED WORDS

From the list given, choose words to take the place of the overworked words in the following sentences.

1. Mary is a *lovely* girl.
2. We had a *lovely* time at recess.
3. Jane wore a *lovely* dress.
4. Wouldn't it be *lovely* if mother let us go on a motor trip!
5. James is a *nice* boy.
6. We had *nice* weather during the Thanksgiving holidays.
7. Did you have a *nice* time at the ball game yesterday?
8. Isn't it *nice* to be going away to school?
9. Mary was in such an *awful* hurry that she forgot to mail the letter.
10. My arithmetic lesson for to-morrow is *awful.*

11. I think you are *awful* not to go to the game with me.
12. Jane has gone to *fix* her hair.
13. I shall *fix* it so that I can go to see *Treasure Island* to-night,
14. Did Henry *fix* the broken chair?
15. I *got* home from school very late.
16. I forgot my books when I *got off* the car.
17. We *got* new histories at school to-day.
18. I've *got* a new hat.

received	arrange
pleasant	agreeable
put in order	companionable
beautiful	unaccommodating
left	reached
clear	mend
great	arrived
good	attractive
amusing	unfriendly
exciting	disagreeable
thrilling	delightful
jolly	interesting
difficult	plan

34

PREPARING TO USE THE DICTIONARY

THE ALPHABET

Do you know how words are arranged in the dictionary? They are placed in the order of the alphabet; that is, all the words beginning with letter *a* come first; then come the words beginning with letter *b;* then the *c*

words follow; and so on. Practice repeating the alphabet until you can say it quickly all the way through, and can start at any letter and finish it.

ALPHABET GAME

The class may choose two leaders.

When your name is called, you may line up in turn on one side or the other.

Your teacher will go down the lines as in a spelling match, giving each of you a chance to repeat the alphabet.

Next, she will go down the lines again, letting each of you in turn give the letter of the alphabet which comes to you.

Finally, your teacher may give each of you a chance to complete the alphabet, starting with whatever letter she may choose.

If you hesitate, or call the wrong letter, you must take your seat and write the alphabet from *a* to *z*.

35

PREPARING TO USE THE DICTIONARY

ARRANGING WORDS ALPHABETICALLY

Make a list of the first names of all the children sitting in your row.

Arrange these names alphabetically according to their first letters.

Do the same with the last names.

Arrange the words in the following list in the alphabetical order of their first letters.

spelling	paragraph	guess	vegetables
dictionary	sentence	letter	notch
alphabet	family	hesitate	wonderful
quickly	invited	complete	thunderbolt
leaders	automobile	remember	member
children	bicycle	exhibition	joyous

What letters are missing?

36

USING THE DICTIONARY

ORDER OF WORDS

You have learned that words are placed in the dictionary in the order in which their first letters occur in the alphabet. They are so placed for all their letters.

One of you may go to the dictionary and find the word *cardinal.* You remember we learned that word in the story called *A Morning Concert.*

First turn to the letter *c.* Now find a word whose second letter is *a.*

Then pass by all words beginning with *ca* whose third letter comes before *r.*

Now follow the words beginning with *car* until you find *card.*

Then find a word in which *i* follows the *card;* then one in which *n* follows the *cardi, a* follows *cardin,* and, finally, one in which *l* follows the *cardina.* You now have your word, *cardinal.*

NOTE: The use of the *Winston Simplified Dictionary,* because of its bold vocabulary type, would greatly facilitate the work of the pupil in this and similar dictionary lessons.

In this way you may find the words *dictionary* and *alphabet.*

If you use the large dictionary, you will find words and parts of words printed in big type at the top of the page. They will help you in your search.

As your name is called, find in the dictionary one of the following words selected from the stories you have just read. See who makes the best time.

abundance	everything	kitchen	pour
attraction	furnace	last	quarter
bounty	gray	million	rumble
concert	home	name	sparrow
clatter	icicle	old	tawny
distance	jubilant	plaintive	usually
altogether	cellar	shaker	west
many	comfortable	severe	year
weather	finish	straight	malice

37

TALKING ABOUT A POEM

The First Thanksgiving Day

I

"And now," said the Governor, gazing on the piled-up store
Of the sheaves that dotted the clearings and covered the meadows o'er,
"'Tis meet that we render praises because of this yield of grain;
'Tis meet that the Lord of the harvest be thanked for His sun and rain.

II

"And, therefore, I, William Bradford (by the grace of God to-day,
And franchise of this good people), Governor of Plymouth, say,
Through virtue of vested power—ye shall gather with one accord,
And hold, in the month of November, thanksgiving unto the Lord.

III

"He hath granted us peace and plenty, and the quiet we've sought so long;
He hath thwarted the wily savage, and kept him from wrack and wrong;
And unto our feast the Sachem shall be bidden, that he may know
We worship his own Great Spirit who maketh the harvest grow.

IV

"So shoulder your matchlocks, masters: there is hunting of all degrees;
And, fishermen, take your tackle, and scour for spoils the seas;
And, maidens and dames of Plymouth, your delicate crafts employ
To honor our first Thanksgiving and make it a feast of joy!

V

"We fail of the fruits and dainties—we fail of the old home cheer;
Ah, these are the lightest losses, mayhap, that befall us here;

But see, in our open clearings, how golden the melons lie;
Enrich them with sweets and spices, and give us the pumpkin pie!"

VI

So, bravely the preparations went on for the autumn feast;
The deer and the bear were slaughtered; wild game to the very least
Was heaped in the colony cabins; brown home-brew served for wine,
And the plum and the grape of the forest, for orange and peach and pine.

VII

At length came the day appointed: the snow had begun to fall,
But the clang from the meeting-house belfry rang merrily over all
And summoned the folk of Plymouth, who hastened with glad accord,
To listen to Elder Brewster, as he fervently thanked the Lord.

VIII

In his seat sate Governor Bradford; men, matrons, and maidens fair;
Miles Standish and all his soldiers with corselet and sword were there;
And sobbing and tears and gladness had each in its turn the sway,
For the grave of the sweet Rose Standish o'ershadowed Thanksgiving Day.

IX

And when Massasoit, the Sachem, sate down with his hundred braves,
And ate of the varied riches of gardens and woods and waves,
And looked on the garnered harvest, with a blow on his brawny chest,
He muttered, "The good Great Spirit loves His white children best!"

—*M. J. Preston.*

Read the poem in turn around the class by stanzas.

Tell:

1. Why the Pilgrims had a Thanksgiving Day.
2. How they prepared for it.
3. Whom they invited.
4. How they celebrated the day.

This is called making an outline.

38

MAKING A THANKSGIVING PLAY

The Thanksgiving Turkey

There was a great commotion in the farmyard. All of the fowls were talking at once. Just after breakfast, the cook had run out from the kitchen and called to the farm boy. Little Red Hen, who was pecking near the gate, heard what she said to him. It was something about Thanksgiving and the young turkey gobbler, whom everyone admired because he was so handsome, and disliked because he was so proud.

With her heart beating very hard, little Red Hen

hurried away as fast as her short legs would carry her to tell the news to all the other farmyard folk. The rooster, the hens, the geese, the ducks, and the guinea fowls all had a great deal to say about it. Some declared snappishly that it served the turkey right for being so proud of his looks. Some were sorry for him. Some were merely glad that they weren't the turkey. But everyone agreed that he should be told at once of the fate that awaited him. So away they went all together to carry him the news.

They found him in a corner of the farmyard, strutting about with his tail outspread, and looking very proud and important. It was the rooster who told him what little Red Hen had heard the cook say to the farm boy. At first, the turkey wouldn't believe their story. He thought he was entirely too handsome for any one to want to kill him, and he said so. But when one after another told him that it was true, he began to be afraid. What should he do to escape from the farmer boy? They had plenty of advice to give him. The rooster, the hen, the goose, the duck, and the guinea hen each suggested a plan of escape. But before the poor frightened turkey could do anything at all, the farm boy was among them.

"Well," clucked the little Red Hen when it was all over, "I'm thankful I'm not a handsome, fat turkey."

And all the fowls declared that they, too, were thankful.

Dramatize the story. Let each paragraph represent a scene of the play. Try to make the fowls say the things that each of them would be most likely to say.

Practice the play that you make so that you will act it well in class.

39

BUILDING A VOCABULARY

In each of the blanks in the story use one of the words in the list on the following page, or any other word that will help to complete the story.

BEAUTY, BEAST, AND THE BOY

He was a ——, —— little ——. He didn't know it was Thanksgiving Day, but he would have been very —— if anybody had —— him a bone. He —— into the alley and —— at the garbage cans, but the —— were fastened down tight, and he couldn't get so much as a —— of anything to eat. Since there was nothing to be had at back gates, he —— around to the front doors. At one of them Beauty was standing. She was very ——, very ——, and very ——; and she wore a wonderful —— bow. She didn't know it was Thanksgiving Day, either. Perhaps it wouldn't have made any difference if she had. She was so used to having good —— to eat, and a ——, warm place to sleep, and to wearing a —— bow when she was washed and combed, and to being —— most of the time that she wouldn't have —— of being —— for anything. So she —— crossly at the —— little stranger with the —— eyes, and said just as —— as a dog can speak, "Go away! Go away! *Beast!*" He hadn't known before that his name was Beast, but from the —— way she said it he knew he must be ——. He would have gone away at once, if just then Boy hadn't come to the door to see why Beauty was making such a ——. As soon as Boy and the Beast looked at each other, they knew what was going to happen. For the rest of his life every day was Thanksgiving Day for Beast.

hungry	smelled	silky	dreamed
half-starved	lids	woolly	barked
rough	covers	blue	snapped
shivering	tops	pink	homeless
pup	whiff	red	forlorn
dog	smell	things	pleading
terrier	bite	food	plainly
grateful	scrap	snug	clearly
thankful	went	soft	angry
thrown	ran	comfortable	spiteful
tossed	trotted	pretty	scornful
offered	soft	beautiful	ugly
slunk	white	bright	dirty
stole	black	petted	noise
crept	fluffy	thought	racket
sniffed			

40

TALKING AND WRITING ABOUT THANKSGIVING

Do many boys and girls fail to be thankful on Thanksgiving Day because, like Beauty, they are so used to their good things?

Is every day Thanksgiving Day to many boys and girls as it was to Beast?

Think of all the good things that you have to be thankful for.

Write a paragraph, telling about your blessings.

Tell the story that Beast might tell you about his first Thanksgiving Day. He would probably tell you about:

1. His hunger and loneliness that cold morning.
2. His meeting with Beauty.

3. His meeting with Boy.
4. His happiness now.

Tell the story that Boy might tell you about the little dog that came to him on Thanksgiving. Plan your story before telling it.

41

TELLING HOW TO DO THINGS

GETTING THANKSGIVING DINNER

The market boy has just delivered the good things for Thanksgiving dinner. There they all lie on the kitchen table.

turkey	pumpkin	oranges
potatoes	celery	raisins
cranberries	lettuce	almonds

Each member of the class may tell how to prepare some part of the dinner. Tell:

1. How to get the turkey ready for the oven.
2. How to brown the turkey and make it ready for the table.
3. How to make the gravy.
4. How to prepare the mashed potatoes.
5. How to prepare the celery for the table.
6. How to make the cranberry sauce.
7. How to make the pumpkin pie.

Make a list of other things that you might have for Thanksgiving dinner.

Tell how to prepare one of the things in this list. You may also tell:

1. How to make the fire.
2. How to set the table for dinner.
3. How to wash the dishes.

42

USING *MAY* AND *CAN*

"*May* I carry your suit-case, mother?"

"Yes, Stanley, you *may* if you *can* lift it. It is very heavy."

"*May* I ask Alfred to help me?"

"Certainly you *may*. Put it into the automobile if you *can* manage it."

Notice that the word *may* is used to ask or to grant permission.

The word *can* shows power or ability to perform the action.

Copy the following sentences, putting in the word *may* or *can*.

1. Mother says that we —— go swimming.
2. John has hurt his foot so he —— not go.
3. —— you swim fifty yards, father?
4. Yes, I —— swim farther than that,
5. —— I swim out to the raft with you, father?
6. I am afraid that you —— not swim so far, but you —— try.

Write other sentences in which you use these words. Read your sentences to the class.

43

STUDYING ABOUT SENTENCES

What a beautiful place Mount Vernon is!

It was the home of George Washington. It is located on the Potomac river about fifteen miles below the city of Washington. Have you ever been there? Be sure to visit Mount Vernon when you go to Washington.

Read the first sentence.

What mark shows you how to read it?

What is the name of the mark?

What kind of sentence is it?

Read the next two sentences.

What do they tell you?

What mark is placed at the end of each?

What kind of sentences are they?

Read the fourth sentence.

What mark helps you?

What kind of sentence is it?

Read the last sentence.

Notice that it gives you a direction.

An exclamatory sentence expresses strong feeling. It is followed by an exclamation mark.

A declarative sentence tells something. It is followed by a period.

An interrogative sentence asks a question. It is followed by a question mark.

An imperative sentence gives a direction or command. It is followed by a period.

44

A STORY TO FINISH

The organ grinder was playing his organ on the street corner. A crowd of boys had gathered to watch the monkey. Suddenly, a little fellow stole up and pulled the monkey's tail. Then ——

Several of you may make sentences, telling what happened next.

Vote for the best sentence.

Write it on the board.

Continue the story in this way. The best sentence in each case is to be written on the board.

When the story is finished, some one may read it aloud from the book and from the blackboard.

Give the story a title.

Write the title on the blackboard.

Be sure to leave a blank line between the title and the story.

45

SPEAKING ENDINGS CLEARLY

kept slept
wept crept

Read the following sentences aloud, being careful to pronounce the right consonant sound at the end of the words taken from the above list.

1. I grew tired walking in the snow, but kept on because it was too cold to sit down to rest.
2. The soldiers slept heavily when they had a chance to lie down.

3. When the sentinel was on night duty, the hours crept slowly by.

What other words in these sentences end with the sound of *t*?

Make sentences, in turn around the class, using these words. Speak the ending of each word distinctly.

Read the following sentences aloud. What words ending in *t* and *d* must you be very careful to speak clearly?

1. The airplane flew at a height of three thousand feet.
2. I have just received a letter from my brother.
3. You must be very tired after your long journey.
4. He told us first one thing and then another.
5. All of the girls except Mary went to the party.
6. As soon as we entered the room we were told to sit down.

46

REVIEWING WORD FORMS

GO, GOES, WENT, GONE

Two members of the class may come to the front of the room and read the following conversation, putting in the correct form of *go* wherever it is omitted.

"Has Robert —— to school, Mary?"

"No, Fred, he has —— to the city with father. They —— on the eight o'clock train."

"Your father always —— on that train, doesn't he?"

"Yes. He and Uncle Frank both —— on that train. They have —— on it ever since we came to live in the country."

***Go* and *goes* show present time.**
***Went* shows past time.**
***Gone* shows that the action is completed.**

The word *gone* is helped by *have, has,* or *had* to show that the action is completed.

Remember that *went* is *never* helped by any other word. It must not be sent to do the work of *gone.*

Write another conversation, using these words. Read it to the class.

47

WRITING CONVERSATIONS WITH OTHER WORD FORMS

The class, working in pairs, will write conversations for the word forms that follow.

write	wrote	have written
break	broke	have broken
know	knew	have known

Two of you may read each conversation.

48

A TRUE STORY

QUENTIN ROOSEVELT

Millions of brave boys gave their lives for the cause of freedom in the great World War, but few, perhaps,

were mourned by so many people as was Quentin Roosevelt.

Quentin was the youngest son of Theodore Roosevelt, and was born in Washington, November 19, 1897, when his father was Assistant Secretary of the Navy. When Roosevelt became President in 1901, Quentin went with his parents to live in the White House, and there he spent many happy years.

When he was six years old, he was sent to one of the public schools in Washington. There he became a great favorite, not because he lived in the White House, but because he was a real boy, full of fun and unspoiled by his father's position.

At recess he organized among his schoolmates a band of warrior Indians, who, when school was out, camped on the White House lawn. On one occasion, when his brother Archie was sick, Quentin thought that the sight of his pony would make him well. So he led the pony from the stables to the basement of the White House and took him upstairs in the elevator.

Among Quentin's many friends was an old man who sold pet animals. In the store kept by this man, the little boy spent many happy hours, playing with the baby dogs, rabbits, guinea pigs, and parrots.

When the war came, Quentin, who was studying at Harvard, applied for admission to the first Officers' Training Camp; but being refused on account of a slight defect in his eyesight, he went back to his studies. In 1917, when the United States entered the war, Quentin, determined to take part, enlisted in the Canadian Flying Corps. Three days later, however, he was accepted by the United States Aviation Corps.

On July 14, 1918, twelve battle-planes tried to break through the German aerial defenses over the Marne

river. One of the twelve, after making repeated attacks, was finally lost sight of by the other planes. In that plane was Quentin Roosevelt, who, attacked by two German planes, sent one of them crashing to the ground. The other, however, disabled Quentin's plane, which was seen to fall, the brave young aviator fighting to the end.

The Germans honored him with a military funeral and buried him where he fell on French soil, then occupied by the enemy. Only a few weeks passed before the French and Americans regained this section, and thousands of soldiers from both armies visited the grave of Quentin Roosevelt, the boy who, though only twenty years old, had given his life for his country.

When Colonel Roosevelt heard of his son's heroic death, he said, "Quentin's mother and I are very glad that he got to the front and had the chance to render some service to his country and to show the stuff there was in him before his fate befell him."

Who was Quentin Roosevelt?

Tell the story of his childhood.

Tell of his entrance into the war.

Why do we know him as one of the heroes of the war?

Do you know of any other heroes of the great World War? Tell how they proved themselves heroes.

Do you know of any heroes who were not in the war? Tell what they did.

49

WRITING ABOUT HEROIC DEEDS

Write a paragraph about a heroic deed which you have heard of. The following suggestions may help.

1. They wouldn't surrender.
2. Stopping a runaway.
3. Saving his chum.
4. When the canoe overturned.
5. When the barn caught fire.
6. Why he lost the prize.
7. He told the truth.

Sometimes it requires courage to tell the truth and accept punishment. Do you know the story about George Washington and the colt? Perhaps your teacher will tell it or read it to you.

50

WRITING TITLES

When Washington was a young man, he was called *Mr.* Washington. Later on when he was fighting the French and Indians, he was addressed as *Colonel* Washington. In the Revolutionary War he became *General* Washington, and in 1789 when he became our first President, he was called *President* Washington. You see that he had many titles.

The titles *Mr.* and *Mrs.* are always abbreviated, but the title *President* is never abbreviated. It is better also to write *General* Pershing, *Colonel* Roosevelt, *Major* Scott, *Captain* John Smith, *Lieutenant* Gordon. You will, however, sometimes see these military titles abbreviated in this way:

General	Gen.
Colonel	Col.
Major	Maj.
Captain	Capt.
Lieutenant	Lieut.

With what kind of letter does a title begin?

By what mark must an abbreviation always be followed?

51

USING CAPITAL LETTERS

NAMES OF POLITICAL PARTIES

All of our Presidents since the Civil War have been either Republicans or Democrats. McKinley was a Republican; Cleveland was a Democrat.

Republican and Democrat begin with capital letters because they are the names of political parties.

Write the name of the political party to which:

1. Your father belongs.
2. The mayor of your town or city belongs.
3. The governor of your state belongs.
4. The President of the United States belongs.

The name of a political party begins with a capital letter.

52

STUDYING THE COMMA WITH QUOTATION MARKS

DAYBREAK

A wind came up out of the sea,
And said, "O mists, make room for me."

It hailed the ships, and cried, "Sail on,
Ye mariners, the night is gone."

And hurried landward far away,
Crying, "Awake! it is the day."

It said unto the forest, "Shout!
Hang all your leafy banners out!"

It touched the wood-bird's folded wing,
And said, "O bird, awake and sing."

And o'er the farms, "O chanticleer,
Your clarion blow; the day is near."
—*Henry W. Longfellow.*

Read the first stanza. What does the wind say to the mists?

What marks are placed before the word *O* and after the word *me?*

What do these marks show?

Read in each stanza the words the wind uses.

Where are the quotation marks placed?

Notice that the quotation marks always travel in pairs.

What other mark is placed before the word *O?* Why?

Notice that in each stanza this mark occurs before the words that the wind speaks.

Quotation marks are used to inclose the exact words of the person speaking.

A comma separates a quotation from the rest of the sentence.

53

USING THE COMMA WITH QUOTATION MARKS

Copy the sentences that follow, putting commas and quotation marks where they belong.

1. Nothing is given to us unless it is of some use said the fairy.
2. Those who read the best are not always the wisest men said the fox.
3. Do not leave me down here in the well called the wolf.
4. But the fox replied That is the way of the world. When one goes up, another goes down.
5. Can you tell me where I can find my sister Ellen the oldest brother asked Merlin.
6. She is in the dark tower of the King of Elfland replied Merlin.
7. What luck What luck cried everybody at once.

54

USING THE DICTIONARY

MEANINGS OF WORDS

The dictionary tells you the meanings of words. Sometimes a word has many meanings. It is then necessary for you to select just the meaning that fits the use of a word in a particular case.

Look at the word *cardinal* in the story *A Morning Concert* on page 16. Read the sentence in which it occurs. Now find the word in the dictionary. Read the meanings aloud. Can you select the right one? Read the sentence again, using instead of the word the meaning you have selected.

Find the following words in the story *The Three*

For the study of word-meanings, it would be well to use a dictionary, if available, in which the definitions are extremely simple.

Fairies on page 27: *bounty, abundance, attraction, mineral.*

Read the sentences in which they occur.

Find each word in the dictionary.

Read its meanings aloud.

Select the meaning which fits the use of the word in the story. Your teacher and classmates will help you.

Now read each sentence again, using instead of the word the meaning you have selected.

55

USING THE DICTIONARY

PRONUNCIATION—THE ACCENT MARK

Find in the dictionary the words *bounty, concert, applaud, expect.* You can pronounce these words because, in studying their meanings, you have talked about them. Now you can find out how the dictionary helps you to pronounce words.

First, notice the mark ′ placed to the right of the syllables *boun, con, plaud,* and *pect,* in the words *boun′ty, con′cert, ap-plaud′,* and *ex-pect′.* This mark is called the *accent mark.* It tells you where to *accent* the word, or on which syllable to throw most of your voice.

Now look up the word *abbreviation.* Here you notice two accent marks, one lighter than the other. On which syllables do they fall? In long words two syllables must sometimes be spoken with greater stress

of the voice. The chief stress is shown by the darker accent mark; the lesser stress, by the lighter one.

When you look for words in the dictionary, you must observe carefully the accent mark or marks.

USING THE DICTIONARY

FINDING WORDS

Here is a list of words taken from your previous lessons. Find them in the dictionary. Write them, placing the accent mark after the proper syllable. Pronounce the words.

children	specimen
pocket	celebration
dismount	patriotic
select	interesting
advantage	comfortable
important	consideration
paragraph	hospitality

56

LEARNING TO WRITE LETTERS

THE THANK-YOU LETTER

When you write to your friends, you want to be as interesting as you are when you talk with them. For that reason try to write as though you were talking. You are constantly watching your speech so that you may improve it. You must also watch your speech when you talk to your friends in your letters.

The following letters written by real children show you several ways of saying "Thank you," when you write.

538 Washington Avenue
West Haven, Conn.
February 17, 1920

Dear Miss Lewis,

Thank you very much for the nice box of chocolates. They were very good, and we enjoyed them. I don't think Christmas would be Christmas without candy. Do you?

Besides your gift I got a toy cannon, some books, and a typewriter. I am dying to write this letter on it, but mother says it would be shockingly bad manners to write such a letter on a typewriter. I hope you, too, had a happy Christmas.

Your friend,
Stuart R. Lomas

Sylvia and Gilbert are two little cousins who are taking lessons on the violin. Their aunt promised each of them a watch when they could play three pieces from memory without a mistake. The children worked hard, and the happy day on which they received their reward at last arrived.

Here are the letters they wrote to their aunt, thanking her for her gift.

556 West 120th Street
New York City
October 25, 1919

Dear Auntie,

Thank you so much for the lovely wrist watch. I didn't think you could get such a beautiful one in all the world! Did a fairy make it for you to give to me? Or are *you* the fairy? I know it is you, of course.

It is so convenient to wear when going to school and when practicing. But best of all, it makes me think of you.

I send much love to my dear fairy aunt.

Your affectionate niece,
Sylvia Lent

4 Monona Avenue
Madison, Wis.
November 3, 1919

Dear Aunt Rose,

Thanks for the watch. It is a beauty and just the right size. Mother and Dad don't think it best for me to take it to school because it is too risky. But I am going to wear it to Chicago every time I go for my music lesson.

I hurt my finger playing ball, so I couldn't write before. It is all well now.

Here are heaps of love and another big "Thank you."

Your affectionate nephew,
Gilbert Ross

1007 Leyden Street
Denver, Colorado
October 13, 1918

Dear Cousin John,

The Fourth Liberty Loan posters are very handsome. Thank you for sending them to me. I took a few of them to school to Miss Castle, and she put them up in the back of the room.

I have had one hundred per cent every day this week, and mother gave me a dollar to buy Thrift Stamps. She says that if I get a hundred per cent two weeks right along, without missing once, she will give me two

dollars for Thrift Stamps. My Thrift Card is getting pretty full again, and I think that before long I shall buy my eighth War Savings Stamp.

I hope you are all well.

Your loving cousin,
Ned Wilson

57

LEARNING TO WRITE LETTERS

THE PARTS OF A LETTER

Study the appearance of these letters on the page. How many lines are there at the top or *head* of the letter? What does the first line tell? the second? the third?

These three lines make up what is called the *heading* of the letter.

Why should there be a heading to every letter?

Notice that there are no punctuation marks at the ends of these lines.

Now look at the left side of the letters. You will see that the words *Dear Miss Lewis, Dear Auntie, Dear Aunt Rose,* or *Dear Cousin John* are written on a line by themselves. These words tell you to whom Stuart, Sylvia, Gilbert, and Ned are writing.

They are called the *salutation.* The salutation is really only a way of saying, "How do you do?" A salutation is a *saluting* or a *greeting.*

Notice that the salutation is followed by a comma.

The letter itself begins on the line below the salutation, under the second word of greeting.

Observe that the letters are divided into paragraphs.

Notice the endings of these letters: *Your friend, Your affectionate nephew, Your loving cousin.*

They are called the *complimentary close.* The courteous or complimentary close of a letter is merely a polite way of saying, "Good-by," just as the salutation is a way of saying, "How do you do?" It is written on a separate line.

What word in the complimentary close begins with a capital letter?

Both the salutation and the close are written on separate lines.

Both are followed by commas.

Letters like these are called *friendly* letters. When you write a friendly letter, that is, a letter to a friend or a relative, follow the form of these letters.

In the heading of a letter there are no marks of punctuation at the ends of the lines.

A comma is placed after the salutation and after the complimentary close of the friendly letter.

58

LEARNING TO WRITE LETTERS

WRITING A THANK-YOU LETTER

The children showed in their letters that they were delighted with their gifts. Try to do the same when you write a *Thank-you* letter, and do not forget to write *immediately* after receiving a gift.

Imagine that it is your birthday.

Write a letter of thanks to your aunt, your cousin, or a friend, acknowledging a birthday gift.

Before you write your letters, look again at those you have just read.

59

LEARNING TO WRITE LETTERS

THE ENVELOPE

Ned Wilson
1007 Leyden Street
Denver, Colorado

Stamp

Mr. John Long
211 Monroe Street
Chicago
Illinois

This envelope is addressed to Ned Wilson's Cousin John.

Draw envelopes like this one for the letters of Stuart Lomas, Sylvia Lent, and Gilbert Ross, and address each, following the model exactly.

Miss Lewis lives at 1028 Cathedral Street, Baltimore, Maryland.

Sylvia's and Gilbert's aunt, Miss Rose Browne, lives at 16 Knob Hill, San Francisco, California.

Draw another envelope for your letter of thanks. Address it.

What do you put in the upper left-hand corner?

What do you put in the upper right-hand corner?

60

USING THE VOICE

W

In the exercise on page 26, you learned that the sound *wh* is made by pushing the lips forward, rounding them into a small opening, and then blowing through them, as in whistling.

W is made in the same way as *wh*, except that the *h* is lacking, and a throat sound or murmur is added.

Say *way, want, word.*

Rest your fingers lightly on your throat, so as to note the throat vibrations in speaking *w*.

BREATHING EXERCISE

1. Take the position for the breathing exercise.
2. Form your mouth for speaking *w*—lips forward and rounded, with small opening.
3. Breathe in gently and deeply.
4. Blow out, making the sound of *w*.
5. Repeat ten times.

Keeping your position, repeat after your teacher the following sentences.

1. The wind wailed like a weeping child.
2. Washington was a wise man.
3. We wonder at the wisdom of great men.
4. "A wind came up out of the west."
5. "And his wee wild heart was weary
   Of skimming the endless air."

61

A WORD MATCH

1. Select leaders for two sides.
2. Each member of the class will join one side or the other.

   Write all the words beginning with *w* that you can find in the poems in your book.
3. Your teacher will give you ten minutes to write them.
4. Each side will then read the lists in turn.
5. The leader on each side will write the words on the blackboard as those on his side are slowly read.
6. The side that has the greatest number of different words will win the match.

62

FOR READING

The Wonderful World

Great, wide, beautiful, wonderful World,
With the wonderful water round you curled,
And the wonderful grass upon your breast,
World, you are beautifully drest.

The wonderful air is over me,
And the wonderful wind is shaking the tree—
It walks on the water, and whirls the mills,
And talks to itself on the top of the hills.
—*William Brightly Rands.*

From *The Wonderful World.*

Write down all the words in these stanzas beginning with the *w* sound.

Notice that there is one *wh* sound. Do not pronounce it like *w*.

Read aloud your list of words carefully, watching the position of your lips.

Now read the stanzas to the class slowly and clearly.

Remember that you are speaking to the World, telling him how wonderful he is. Read as if you were talking.

See if you can find at home a poem with a number of *w* words in it. Bring it to class, if you find one.

63

SPEAKING CLEARLY

Practice these expressions until you form the habit of speaking them clearly.

1. What's the matter with him?
2. Where was he when you saw him?
3. What are you going to do about it?
4. What did he say to you?
5. Wait just a minute, won't you?
6. What do you think of that?

7. What did you do with it?
8. Where did you get it?
9. Won't you let him go with us?
10. What was he doing?
11. Where did you go yesterday?
12. Don't you want to go with him?
13. Did you see Tom last Tuesday?
14. Did he know his arithmetic?
15. Didn't you like her?
16. Don't you know when he's coming?
17. I don't know anything about it.
18. He just this minute went out of the room.
19. That's the first time he ever failed in history.
20. Were you kept in yesterday?

64

TELLING HOW TO MAKE THINGS

How I Made My Playhouse

The other day I tried my hand at building a playhouse. I fastened together four boards so as to make an open square, placed three more boards across the top, and then covered the whole with shingles. This queer roof I nailed on two upright posts and a part of the back fence. It was hard work. I bent my nails and bruised my fingers over and over again. At last, however, my playhouse was finished.

Some day I am going to make two chairs and a table for my playhouse.

—*A Pupil.*

You have all had more or less experience in making things. You may not have built a playhouse as this boy did, but you have probably made something.

Come to class to-morrow prepared to tell how to make something that you yourself have made. If possible, bring your material and show how to make the article. The following topics may suggest a subject to you:

1. A bird house.
2. A paper doll house.
3. A cat's cradle (with cord).
4. A silhouette.
5. A box trap.
6. A sled.
7. A book-mark.
8. A paper picture-frame.
9. A flower bed.
10. A flower box.
11. A paper boat.
12. A kite.
13. A cap.
14. An airplane.
15. A chair.
16. A table.

65

MAILING PACKAGES

PREPARING A PACKAGE FOR THE MAIL

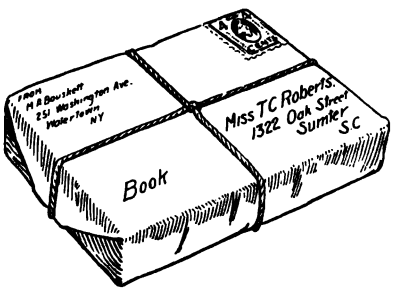
How many of you know how to wrap up a book for mailing, or a package for parcel post?

Bring a piece of wrapping paper and some string to class. Tie up a package before the class.

Address the package. When ready for mailing, it should look like the picture on page 68.

When your packages are all ready to mail, turn one corner of the schoolroom into a post office.

Act out the mailing of your packages.



How many people do you need?

How will you make your post office?

What else will you need to act out the mailing of a package?

Many parcels are lost in the post just because they are not properly wrapped and addressed. You cannot be too careful about wrapping and addressing your packages. As Christmas approaches, it is well to do your shopping early, so that your gifts may be sent away promptly and be received on time.

66

WRITING ABOUT CHRISTMAS SHOPPING

Write a paragraph, telling why you should do your Christmas shopping early.

Exchange papers.

Several of you may read the paragraphs you have received.

The class may vote for the best paragraph.

Write a paragraph, telling how to do up a package.

Write a paragraph, telling how to address a package.

67

A POEM

Christmas Everywhere

Everywhere, everywhere, Christmas to-night!
Christmas in lands of the fir tree and pine,
Christmas in lands of the palm-tree and vine,
Christmas where snowpeaks stand solemn and white,
Christmas where cornfields lie sunny and bright.

Christmas where children are hopeful and gay,
Christmas where old men are patient and gray,
Christmas where peace like a dove in his flight
Broods o'er brave men in the thick of the fight;
Everywhere, everywhere, Christmas to-night!

For the Christ child who comes is the Master of all;
No palace too great, and no cottage too small.

—*Phillips Brooks.*

Have you ever spent a Christmas in the land of "the palm-tree and vine"? If so, tell about it.

Do you remember a Christmas story that you have read? Tell it to the class.

68

LEARNING TO COPY

I have always thought of Christmas as a good time; a kind, forgiving, charitable, pleasant time.

—*Dickens.*

Copy the sentence, being careful of the punctuation.

Why does Christmas begin with a capital letter?

Ring out the old, ring in the new,
Ring happy bells across the snow;
The year is going, let him go,
Ring out the false, ring in the true,
—*Tennyson.*

This is a good thought for the New Year. Copy the stanza just as it is, and learn it.

69

LEARNING TO WRITE LETTERS

THE INVITATION LETTER

1836 Maple Avenue
Stamford, Conn.
December 26, 1919

Dear Grace,

Mother is going to let me have a little party next Tuesday evening before we take down the Christmas tree. We shall play games and dance. Will you come and enjoy the fun with us?

Very sincerely,
Helen Lester

Grace is glad to accept the invitation and writes to tell Helen.

609 Locust Street
Stamford, Conn.
December 27, 1919

Dear Helen,

Indeed I will come on Tuesday evening. Your Christmas tree is always so beautiful that I want to see it. I know I shall enjoy the games and the dancing.

Your sincere friend,
Grace Crawford

One girl to whom Helen sent an invitation was unable to accept. She wrote this letter.

1623 Poplar Street
Stamford, Conn.
December 27, 1919

Dear Helen,

I am very sorry that I cannot come to your party on next Tuesday evening. We are all going to Boston to visit Aunt Mollie from Monday until Thursday. I love to go to Aunt Mollie's, but I should like to be at your party, too. I know you will have a delightful time.

Your friend,
Dorothy Miller

You will notice that both Dorothy and Grace reply to Helen's invitation immediately. Why should all such letters be answered promptly? What would you think of a boy or girl who failed to do so?

Jack lives in the country. During the Christmas holidays the coasting and skating were unusually good. Jack wrote to his friend Frank, who lives in the city, inviting him to spend two or three days with him.

1. Write Jack's letter to Frank.
2. Suppose Frank accepts. Write his letter.
3. Suppose he declines. Write his letter.
4. Write a letter to a friend of your own, inviting him to go to a ball game, to the circus, to a picture show.
5. Write the letter in which he accepts or declines your invitation.

70

REVIEWING *DON'T* AND *DOESN'T*

Use in each of the blanks in these sentences one of the words in the list below.

1. Doesn't —— seem lonely when mother is away?
2. —— doesn't want to do it.
3. —— don't think he will come.
4. —— doesn't make any difference to me.
5. —— doesn't intend to sell his horse.
6. Doesn't —— look like his father?
7. Don't —— sing beautifully.
8. —— don't know anything about it.
9. Don't —— feel well, to-day?
10. —— doesn't hear a word you say.

I	he	you
we	she	they
	it	

Use *don't* or *doesn't* in the blanks below.

1. The train —— leave until three o'clock.
2. It —— take long to do it.
3. Why —— she tell him so?
4. They —— seem to care what happens.
5. We will go, if it —— rain.
6. —— the boys want to go fishing?
7. Fred —— like to work in the garden.
8. —— that dog look hungry?
9. Her mother —— allow her to go to the moving pictures.
10. We —— get out of school until four o'clock.
11. John's big brother —— get home until six.

71

A TRUE STORY

How Buffalo Bill Got His Name

The Kansas Pacific railroad was being constructed across the plains, and when the track-laying began it was not long before the locomotives reached the heart of the country where roamed the vast herds of buffalo. To build this roadbed twelve hundred men were engaged, and, as the roving Indians were very troublesome, it became difficult to obtain a supply of fresh meat with which to feed such an army of workmen.

"We must have hunters to kill buffalo for us," said one of the Goddard brothers, who had a contract for boarding the employees. "Who would be a good man?"

"I suggest William Cody," said a frontiersman. "He is a young fellow who is a good rider and an excellent shot."

So one day when he was in Hays City, the scout was approached. "Will you become hunter for us?" asked the elder Goddard. "We shall need twelve buffaloes a day; that is, twenty-four hams, as we use only the hump and the hind quarters."

"It will be dangerous work," replied Cody. "I shall be obliged to go from five to ten miles a day, accompanied by only one man with a light wagon to transport the meat. I shall have to have good pay, for I shall be in constant danger of my life from roving redskins."

"We will give you a good salary," Goddard answered. "How would five hundred dollars a month suit you?"

"I will do it for that."

"Then consider yourself engaged."

Thus the bold and daring Cody began his career of buffalo hunter for the railroad. During his engagement, a period of about a year and two months, he killed four thousand two hundred and eighty buffaloes and had many exciting adventures with hostile redmen. He was nicknamed Buffalo Bill by the road hands, and the name stuck to him through life. He said, "I have never been ashamed of it:" and there is no reason why he should have been.

How many of you have ever heard of Buffalo Bill? Tell what you know about him.

Have you ever seen a real Wild West Show or one in moving pictures? Tell about it.

72

REVIEWING MARKS OF PUNCTUATION

Pixey was a little girl who had a pet parrot One day when Pixey came home from school her Aunt Letty called Come here Pixey do you see what your Polly has done She has chewed the toe off my pink satin slipper and has pulled the buttons off every shoe I have. Oh you little wretch and Aunt Letty started towards Polly with her slipper uplifted Look out there Go away go away cried Polly Polly mad Polly mad

Read the above story to yourselves.

How many of you find it easy to get the thought?

What makes it hard for you to understand the story?

Now copy the story on paper, sentence by sentence.

Notice the different kinds of sentences which the writer uses to express the different kinds of thought.

What kind of thought has Aunt Letty when she sees her slipper? Show her thought by the marks you use when she speaks to Polly.

Read what Aunt Letty said to Pixey.

Read what she said to Polly.

Read what Polly said to Aunt Letty.

What marks will help to make their thoughts clearer?

Where will you place the marks?

Now read the story again.

How many find it easier to read?

What other marks will make the story still clearer?

For what purpose are marks of punctuation used?

73

ASKING QUESTIONS ABOUT A PICTURE



Write two questions about the picture.

What mark do you place at the end of each question?

Now exchange papers with your neighbor and write answers to the questions asked.

What mark do you place after your answers?

Read the questions and answers, in turn, around the class.

74

USING *A* AND *AN*

On the street the other day, I saw *a* French and *an* Italian officer. The Frenchman wore *a* uniform of light grayish blue and *a* black cap with *a* red band on it. The Italian wore *a* gray uniform with *a* cap of the same color. *An* English soldier in *an* aviator's uniform passed by and saluted the other two.

Name the words before which *a* is used.

Name the words before which *an* is used.

Make a list of the words before which *a* is used. Make a list of those before which *an* is used. Draw a line under the first letter of every word in each list.

What kind of letters begin the words in the first list? In the second?

Before what sounds, then, is *a* used? Before what sounds is *an* used?

***A* is used before words which begin with a consonant sound.**

***An* is used before words which begin with a vowel sound.**

The letter *u* is a vowel, but it often has the consonant sound.

Copy the following list, putting *a* or *an* before each expression. Tell why you use *a* or *an* in each case.

— united nation
— unnecessary trip
— Austrian
— German
— elephant
— uniform
— adventure
— exciting time
— remarkable story
— interesting book
— occasional mistake
— enjoyable picnic
— agreeable change
— unimportant message
— American
— European

Write sentences, using these expressions. Read your sentences to the class.

75

SPEAKING WORDS CORRECTLY

WISH

The vowel sound in *wish* is *ĭ*, and we call it *short i*.

Speak the following words containing the sound *ĭ*.

wind	fish
fin	dish
pin	wish

In the following sentences mark the short *i* in each word in which it occurs.

Read the sentences carefully, pronouncing the vowels correctly.

1. A misty day is a fine day for fishing.
2. I wish that I might go fishing to-day.
3. We spent the morning fishing and had a dish of fried bass for our dinner.

Write other sentences containing the word *wish*.

Read your sentences aloud, giving the correct sound of *i*.

76

A WISHING GAME

Choose a girl from the class to play the part of the Fairy-Who-Makes-Wishes-Come-True.

Several members of the class may, in turn, visit the fairy and tell her their wishes.

Each one must say, "O Fairy-Who-Makes-Wishes-Come-True, I wish ——."

The fairy answers, "Speak the magic word *wish* three times. But beware! For if you speak it incorrectly, your wish will never come true!"

Then the pupil speaks the word *wish* three times.

The speeches of the fairy and the speeches addressed to the fairy may be changed to make the game more interesting, but every speech must contain the word *wish* at least once.

77

A STORY TO FINISH

"Clear the track!" was the cry, as the boys started down the hill on their sleds. But one boy did not move.

Continue the story, sentence by sentence, around the class. Make every sentence carry the story forward. Be sure that the last sentence makes a good ending.

78

USING THE DICTIONARY

LONG SOUNDS

Look up in the dictionary quickly the following words: *late, here, line, bone, use.* You will see a mark like this – over the *a* of *late,* the first *e* of *here,* the *i* of *line,* and the *u* of *use.* Pronounce these words one after the other. The mark – tells you to pronounce the letters $\bar{a}$, $\bar{e}$, $\bar{\imath}$, $\bar{o}$, $\bar{u}$ just as you do when you say them in reciting your *a, b, c's.* This mark – indicates the *long* sound of these letters. These letters *a, e, i, o, u* are called *vowels.*

Turn back to any lesson in your book and find words containing *long* vowels.

Each pupil, in turn, may give a word.

Write some of the words on the blackboard, placing the mark – over the *long* vowels.

79

USING THE DICTIONARY

SHORT SOUNDS

Sometimes the vowels are pronounced with a different sound; for instance, in the following words: *at, let, lip, on,* and *up.* Look in the dictionary for these

words. This time, you will see this mark ⌣ over the letters *ă, ĕ, ĭ, ŏ,* and *ŭ.* This sign ⌣ means that you are to pronounce the vowel shortly and quickly. It indicates the *short* sound.

Find in your book other words containing *short* vowel sounds.

Write several of them on the blackboard, placing ⌣ over the *short* vowel.

80

USING THE DICTIONARY

ITALIAN *a*

Find in the dictionary the words *calf, half, laugh, palm, salve.*

What mark do you notice over the letter *a* in these words?

Write the words on the blackboard, marking the letter *a.*

Your teacher will tell you how to pronounce it. Practice saying these words aloud. Do not exaggerate this sound.

81

A STORY TO FINISH

One night, the pencil, which Tom had forgotten to put back in his pencil box, had an interesting talk with the fountain pen, which Jim had left uncapped.

"You have no idea how hard I have worked to-day," [illegible]an. "My point is worn ——"

Continue the conversation, each pupil, in turn, supplying a sentence.

Make up a conversation that might take place between:

1. The doll and the Teddy bear that Helen left sitting on the floor when she went to bed.
2. The spoon and the frying pan that the cook left unwashed on the kitchen table.
3. The top and the baseball that Dick had laid on the shelf.
4. The cat and the dog sitting together by the fire.
5. A pair of muddy shoes that Tom had forgotten to clean after a long tramp in the country.

82

WRITING THE POSSESSIVE FORM

"Then the little Hiawatha
Learned of every bird its language,
Learned their names and all their secrets,
How they built their nests in summer,
Where they hid themselves in winter,
Talked with them whene'er he met them,
Called them Hiawatha's chickens."

—*Longfellow.*

Whose chickens were the birds?

Notice that the apostrophe is placed between the word *Hiawatha* and the letter *s* which is added to it. The apostrophe shows that the chickens belong to Hiawatha. We call it the *sign of possession.*

Instead of saying, "the language of the bird," we can use the sign of possession and say, "the bird's language."

Change the following expressions, using in each case the sign of possession.

1. The nest of the bird
2. The tail of the rabbit
3. The song of the robin
4. The books belonging to Henry
5. The skates belonging to May

Write sentences, using the following words in the possessive form.

Ned	fairy
dog	chicken
lady	mouse
Ruth	Cinderella
cat	sister

83

USING ABBREVIATIONS

At the Store

Mrs. White told Charles to leave the order at the store on his way to school. This was the order:

3 qts. molasses
1 pt. milk
1 gal. vinegar
5 lbs. sugar
3 oz. nutmeg
1 pk. apples
1 bu. potatoes
1 50-ft. clothes line
Send C. O. D.

qt.....quart	lb.....pound
pt.....pint	oz.....ounce

gal.....gallon ft.....foot
pk.....peck bu.....bushel
C. O. D. cash on delivery

When Charles came home from school, he asked, "Did you get the things from the store, mother?"

"Yes," replied Mrs. White, "they sent the molasses, vinegar, etc., but they did not send the bill."

"Oh, that is O. K., mother; Mr. King said he would charge the things."

Can you tell the meaning of *etc.* and *O. K.*?

Without looking at your book, write an order for the store, using at least four of these abbreviations.

84

FINDING A STORY IN A PICTURE



Make up a story about these two dogs. Give it a title.

1. Where are the dogs?
2. Why have they come out here?
3. What are they watching?

Write your stories. You may have fifteen minutes for this exercise. Try to make a good beginning and a good ending sentence.

Read your stories in turn.

The class may vote for the best story.

85

USING THE VOICE

NG IN *SINGER*

Ng is a singing sound.

Speak the following words, noting the position of your tongue when you make the sound *ng*.

ring	fling
sing	singing
wing	ringing

Notice that when you make this sound the back of the tongue closes up the mouth cavity and sends the voice through the nose.

Notice also that if you do not give the full sound of *ng* to these words, you form the *n* in the forward part of the mouth. This is an entirely different sound.

If there is a piano in the room, some one may strike a note on it. Listen to the sound after the finger is lifted from the key.

Repeat the words in the list, making your voice continue the sound of *ng* so that it is like the singing of the piano.

Stand for the breathing exercise, as directed on page 26.

Breathe out on the sound *ng*.

Repeat ten times.

Write down all the words you can think of that contain this sound of *ng*.

Say them aloud to your classmates.

Find in the stories and poems in your book ten words ending in *ng*.

86

SPEAKING CORRECTLY

NG

Read carefully the following sentences.

1. The boy sang his country's song in a clear, strong voice.
2. "Ring out, wild bells, to the wild sky!"
3. Fling the flag to the breezes.
4. The snowflakes came whirling, wheeling, tumbling down.
5. Sing a song of sixpence.
6. Ding, dong, dell!
   Pussy's in the well.
7. The king is in his counting house.
8. Old King Cole is a merry old soul.
9. John came running along, ringing a bell and laughing merrily.
10. What is the length of the room?
11. He was a man of great strength.

In what part of the word do you usually find the *ng*?

Be careful to give the full sound of *ng* in *length* and *strength*.

87

FOR READING

Wishing

Ring-ting! I wish I were a Primrose,
A bright yellow Primrose, blowing in the spring!
The stooping boughs above me,
The wandering bee to love me,
The fern and moss to creep across,
And the Elm tree for our King.

—*William Allingham.*

In March

The cock is crowing,
The stream is flowing,
The small birds twitter,
The lake doth glitter,
The green field sleeps in the sun;
The oldest and youngest
Are at work with the strongest,
The cattle are grazing,
Their heads never raising,
There are forty feeding like one.
Like an army defeated,
The sun hath retreated,
And now doth fare ill
On the top of the bare hill;
The ploughboy is whooping—anon—anon:
There's joy on the mountains,
There's life in the fountains;
Small clouds are sailing,
Blue sky prevailing,
The rain is over and gone.

—*William Wordsworth.*

Read the poems until you make a mistake in pronouncing one of the sounds you have learned.

Your classmates will let you know when you have failed to speak a sound correctly. Then some one else will read, beginning with the first line again.

88

REVIEWING WORD FORMS

Present	*Past*	*Complete* (*have, has, had*)
run	ran	run
lie	lay	lain
drink	drank	drunk
freeze	froze	frozen
sing	sang	sung
rise	rose	risen

The words in the third list are helped by *have, has,* and *had.*

The words in the second list are *never* helped by another word.

In the following sentences put the correct form of the word in each blank.

1. Billy —— all the way to school this morning.
2. He —— so fast he was quite out of breath.
3. Your dog has —— all the water that was in the pail.
4. It was so cold last night that the river —— over.
5. The sun had —— long before we were out of bed.
6. The choir has —— that hymn three times this month.
7. They —— it last Sunday morning.

8. While we were in the country last summer we —— a great deal of milk.
9. It is so cold that the clothes on the line have —— stiff.
10. The balloon —— rapidly to a great height.
11. How long has Dick —— there on the rug?
12. He —— down there an hour ago.
13. Bob has just —— across the street to speak to Fred.
14. Dick likes to —— on the floor and read.
15. Has the water —— in the gutters?
16. They had —— the first song before we arrived
17. I have —— six glasses of water to-day.
18. Who —— past the house just now?
19. Whose kite —— higher, yours or Dick's?
20. Have you —— all the water in the pitcher?

Make sentences for the words in the second and third lists.

89

A STORY TO FINISH

It all started when the janitor tipped over the trash can at recess. How the girls shrieked, when out of the papers peeped a little ——

Finish the sentence.

Now write the rest of the paragraph.

What must each sentence in the paragraph do?

Make your last sentence a good ending sentence.

What is the paragraph thought as a whole?

Give the paragraph a title.

Leave a blank line between the title and the story.

You all have had exciting moments such as this. Write a story about one of them. The topics that follow may help you.

1. Two blocks away when the last bell rang.
2. At last I had a bite.
3. At the picnic—when the little boy fell into the lake.
4. The night the bat waked me up.
5. At the end of the race.
6. A surprise party.
7. How I nearly caught a ——.
8. Almost a collision.
9. It wasn't my train after all.

90

SPEAKING WORDS CORRECTLY

Correct speaking is a habit, just as incorrect speaking is a habit. It is as easy to form good habits of speech as it is to form bad ones. Each of the following sentences contains one or more troublesome words. Form the habit of speaking these words correctly. Read the sentences aloud.

1. Mother, Sarah, and I went shopping *yesterday* afternoon.
2. Mother bought *eleven* pairs of stockings for the *children.*
3. Sarah bought a dozen *handkerchiefs* and *several pictures.*
4. I bought an *umbrella* and a pretty white *apron.*

5. In one store we saw a *valuable* piece of *jewelry*.
6. It was a *diamond* necklace worth thousands of dollars.
7. On the way home we went to the market for *vegetables* and *oysters*.
8. Then we stopped at the *grocery* store where we *usually* deal.
9. Mother asked the grocer to send her a *hundred* pounds of flour.
10. He said that he could not sell her such a large *quantity*.
11. When we reached home, I telephoned to the plumber about one of the *faucets* in the kitchen.
12. He said he could not repair it until *Tuesday* or Wednesday.

Write other sentences containing the words in italics. Read your sentences to the class. Pronounce these words repeatedly until you have the habit of speaking them correctly.

91

A STORY

The Magic Sword

One Christmas morning, long ago, in the days when brave knights went forth to seek adventure, there came to pass, in the city of London, a great miracle. Suddenly in the churchyard of the cathedral, a block of stone of purest marble arose. On it stood an anvil, a foot high. Through the anvil was thrust a gleaming sword which bore in letters of gold these words: "Whoso pulleth this sword out of this stone shall rule all England."

Many knights came to try their luck, but the sword remained fast in the stone.

On New Year's day, the barons proclaimed a great tournament. Among those who rode up to London to enter the lists was the brave knight, Sir Ector. He brought with him his young sons, Sir Kay, a new-made knight, and Arthur, who had not yet won his spurs. On the way to the lists, Sir Kay found that he had forgotten his sword and sent Arthur back to fetch it.

But Arthur could not find it. "What shall I do?" he cried. "My brother Kay must have a sword. I remember seeing, as we passed the churchyard, a fine sword thrust into a stone. Why not get that sword for my brother?"

So Arthur turned and rode in all haste to the churchyard.

The place was empty. But there, in the stone, was the sword, its jeweled hilt flashing in the sunlight. Young Arthur seized the sword and gave a vigorous pull. Then a wondrous thing happened. The blade came out easily and lay in his hand. And swiftly Arthur rode back to deliver the sword to his brother, Sir Kay.

"I have brought your sword," he said. The young knight grasped it and knew it to be the magic sword of the churchyard.

"Behold!" he cried. "Here is the sword of the stone. I that bear it shall be England's king!"

"Where and how did you get it?" asked the good Sir Ector.

"I have not said I drew it," sullenly replied Sir Kay. "Arthur brought me the sword."

"Arthur!" cried the knight. "Arthur brought it! How got you it, boy?"

"I pulled it from the stone," replied the youth. "Was there aught strange in that? It came out easily enough."

"Were there no knights about?"

"None, sir."

"Back to the churchyard!" called Sir Ector. "Here is a mystery that must be explained."

So the three rode swiftly back to the churchyard.

"Can you put the sword back again?" inquired Sir Ector.

"I can try," said Arthur.

And he lightly thrust the sword back into the stone again.

Then Sir Ector and Sir Kay tried with all their strength to pull it out. But the sword yielded not.

"Now you shall try, Arthur," said his father.

So Arthur seized the hilt, and behold, the sword came out in his hand. And Sir Ector and his son Sir Kay marveled greatly.

"Hail, King of England!" cried Sir Ector, kneeling before him.

"I? Wherefore I?"

"It is the will of God," replied Sir Ector reverently. "Know now, Arthur, I am not your father. When but an infant you were left in my charge. Only Merlin, the magician, knows whose son you are. I have tried to fulfill my trust."

"May I fulfill mine as faithfully, if ever I wear England's crown," replied Arthur.

And Sir Kay knelt down too.

Soon all the knights and barons heard of the wonderful deed, and they proclaimed Arthur king over all England.

—*Adapted.*

92

PLAYING THE STORY

Act the story in four scenes. The entire class may take part in working out the play.

Let the first scene present the arrival of Sir Ector and his two sons at the tournament grounds.

Let the second represent Arthur's search for Sir Kay's sword, and his seizure of the magic sword.

Let the third represent Arthur's arrival at the tournament with the magic sword.

The fourth will show how Arthur obtained the sword.

After Arthur became king, his knights rode far and near, helping the weak, and performing brave deeds.

Every young man in those days wished to become one of King Arthur's knights of the Round Table. Each one, however, must first prove himself worthy.

And so it happens that even to this day we call a man or a boy who does brave deeds, or who sacrifices and suffers for others, a knight.

93

LEARNING TO COPY

I made them lay their hands in mine and swear
To reverence the King, as if he were
Their conscience, and their conscience as their King,
To break the heathen and uphold the Christ,
To ride abroad redressing human wrongs,
To speak no slander, no, nor listen to it.

—*Tennyson.*

In this poem, King Arthur tells of the vow which he made his knights take.

Copy the stanza, studying it carefully.

To-morrow you may take a sheet of paper and see how much of this vow you can write.

94

A STORY

A Little Knight

He looked rather funny as he climbed the car steps. His legs were very short, and he could get no help from his hands, for one carried his dinner-bucket, and the other held something squeezed up tight.

A little friend of his, Jenny Hunt, who had evidently been crying, was sitting at the other end of the car. John made his way up to her. "Hello, Jenny!" he said in his cheerful voice.

"O John," said Jenny, "I've lost my dime! I think it's down here on the floor. Now I can't go to the show. I've looked and looked for it."

"Can't you get another?" asked John, looking sharply at the floor.

"No. We are such a big family, you see, and I am in the middle of it. People in the middle of families don't ever get any extras. They always take what's left."

"Yes, I've noticed that," said John. "I'm in the middle, too, and things are always too big or too little for me. I got my dime running an errand for grandma," he added, opening his squeezed-up hand and showing it. "Jenny, you take mine."

"No, indeed, I won't take yours," Jenny said, firmly. "I guess I know about boys and shows. I've saved

this dime for the longest time, and I was so glad when the man said the school children could come for ten cents. Just suppose he'd said fifteen! But now—"

The tears were coming again, and John dropped down to look for the coin.

He hunted for some minutes, and a sharp-eyed woman saw him drop his dime down in the straw, then pick it up. Then he rose. "Here you are, Jenny!" he said.

"O John, thank you, thank you!" cried Jenny, beaming. "I never can find things."

When they got off at the schoolhouse, the sharp-eyed woman got off, too.

And that may have explained the fact that John's teacher at recess handed him a square envelope. In it were a ticket to the show, a bright silver dime, and a tiny slip of paper on which was written, "For the good knight, John." John did not understand that very well. But he understood the dime and ticket, and he beamed like a small freckled sun.

—*L. E. Chittenden.*

Youth's Companion, January 18, 1900.

95

RE-TELLING THE STORY

Read the story silently. Close your books.

Several of you may tell the story as you remember it.

Listen carefully to see if the story your classmate is telling is the same story as that in your book.

Who has told the story exactly?

Now some one may come to the front of the room and tell the story as Jenny told it to her best friend.

She might begin in this way:

Just think, May, I almost missed the show, for I dropped my ten cent piece in the street car and could not find it. But John ——

Tell the story as John told it to his mother.

Vote for the best story.

96

TALKING ABOUT KNIGHTS

Perhaps some of you know a story about one of Arthur's knights. Tell it to your classmates.

Perhaps your teacher will read you a story about Sir Galahad or Sir Gareth. Re-tell this story.

Why did the lady in the story *A Little Knight* call John a knight? What should knights of to-day do?

Have you ever seen a boy or a girl on the street do a kind act to an older person?

Have you ever seen a boy scout do a courteous act in the street car?

Have you ever seen a boy perform a knightly deed on the playground; in a crowd; crossing the street?

Tell about one of these knightly deeds.

Why might you call your story *A Knight of To-day?*

97

BUILDING A VOCABULARY

In each of the blanks in the story use one of the words from the list below. If you can think of a better word than one in the list, you may use it.

He Didn't Forget

She was a —— dressed, very —— young ——, and everybody —— at her as she —— the car. She —— for her carfare in the pocket of her ——, and with a look of —— drew her hand out empty. She had —— her ——. As she was about to leave the car, a ——, —— voice called to her, "Don't go, lady. Here's your carfare." She turned to see a ——, —— —— holding out a —— toward her. She —— at him. "I'll take it, if you'll tell me your name and ——, so I can —— it to you," she said. "Oh, that's all right, miss," he ——. "You can —— me any time. I'm the —— at the corner of Main and First Streets. You gave me fifty cents last Christmas. I haven't —— you." She took the nickel and paid her fare, and he was the ——, —— boy in town.

—*Adapted.*

neatly	felt	shabby	return
plainly	fumbled	freckle-faced	said
pretty	coat	bright	replied
attractive	jacket	boy	see
girl	dismay	lad	find
lady	lost	coin	newsboy
looked	purse	nickel	bootblack
glanced	clear	smiled	forgotten
stared	loud	address	proudest
entered	cheerful	send	happiest

98

USING THE NEW WORDS IN A STORY

Write the story of the day when the young lady gave the half dollar to the boy. Tell:

1. When and where it occurred.
2. What was going on before the young lady came.
3. What happened after she came.
4. Where the boy had previously seen her.
5. How the boy felt about it.

99

BEING PATRIOTIC IN SPEECH

If you respect the language of America enough to want to speak it correctly, you will have nothing to do with *aint.* You will recognize it as a traitor that is trying to crowd out the good words *isn't, aren't,* and *am not.* Practice speaking the sentences below until you have formed the habit of saying, *isn't, aren't, weren't,* and *am not.*

Isn't it funny?	It isn't funny.
Isn't she here?	She isn't here.
Isn't he working now?	He isn't working now.
Aren't we to have any?	We aren't to have any.
Aren't you going home?	You aren't very polite.
Aren't they coming with us?	They aren't coming with us.
Weren't we invited?	We weren't invited.
Weren't you there?	You weren't there.
Weren't they glad to see you?	They weren't glad to see us.

I'm not going.
I'm not doing anything.
I'm not sure.

Make other sentences, using *isn't, aren't, weren't,* and *am not.*

Watch your speech closely for two days and keep strict count of the times you say *aint* when you should say *isn't, aren't,* or *am not.* Listen to the speech of other boys and girls as well. Be prepared to report to your class.

100

USING THE COMMA

IN DIRECT ADDRESS

Miss Morgan, a teacher in the Fifth Grade, was giving a lesson in punctuation. She wrote the following sentence on the board: "John, you may ride the horse if you want to." Then she said to her pupils, "Children, can anyone write that sentence in another form?" Fred raised his hand. "Very well, Fred," said Miss Morgan; "write it on the board." This is what Fred wrote: "John, you may ride the horse if the horse wants you to."

Notice that in the sentence Miss Morgan wrote, some one is speaking directly to John.

A comma is used to separate John's name from the rest of the sentence.

Miss Morgan speaks directly to the children. Where is the comma placed? Why?

Notice that the comma is placed before Fred's name when Miss Morgan speaks to him. This is also to separate it from the rest of the sentence.

When Fred writes the sentence on the board, he puts a comma after John. Why?

Commas should be used when they help to make the thought clear.

The use of the comma to separate the name of the person addressed from the rest of the sentence helps you in reading the sentence.

Write the following sentences on paper:

"Of what are you afraid my child?" inquired the kindly teacher.

"Oh sir the flowers they are wild," replied the timid creature.

Before what word must you put a comma in the first sentence? Why?

Where should commas be put in the second sentence? Why?

Now read both sentences, showing by your voice how the commas have helped you to make the thought clear.

Names of persons addressed should be separated from the rest of the sentence by commas.

101

FINDING THE COMMA IN DIRECT ADDRESS

Earth

What is earth, graybeard? A place to grow old.
What is earth, miser? A place to dig gold.
What is earth, schoolboy? A place for my play.
What is earth, maiden? A place to be gay.

What is earth, soldier? A place for a battle.
What is earth, herdsman? A place to raise cattle.
What is earth, sick man? 'Tis nothing to me.
What is earth, sailor? My home is the sea.
What is earth, monarch? For my realm it is given.
What is earth, Christian? The gateway to heaven.
—*Old Rime.*

One of you may read the questions; another, the answer. Tell why the comma is used in each question?

In the poem called *Daybreak* on page 53, find four places where the comma is used to separate the name of the person addressed from the rest of the sentence.



102
FINDING A STORY IN A PICTURE

Study the picture for two minutes. Then several of you may tell the story you find in it. Give your story a title.

103
TELLING HOW TO MAKE THINGS

Have you ever made a boat? Tell how you did it.

What kind of boat was it?
What materials did you have for it?
What tools did you use in making it?
What did you do first? what next?
Where did you try it out?
What fun did you have with it?

Tell about something else that you have made.

1. A hockey stick.
2. A playhouse.
3. A scrap book.
4. Stilts.
5. A target.
6. A doll's dress.
7. A bow and arrow.
8. A skato-mobile.
9. A sling shot.

Be sure always to tell:

1. What materials you had for your work.
2. What tools you used.
3. What you did first; what next, etc.
4. What use you made of this work of your hands.

104

WRITING A PARAGRAPH

Write a short paragraph, telling how you made one of the things named in the list above. Keep in mind that you must make a good beginning and a good ending sentence. Be sure also to make each sentence help along the paragraph thought.

105

REVIEWING WORD FORMS

Present	*Past*	*Complete* (*have, has, had*)
teach	taught	taught
buy	bought	bought
drown	drowned	drowned
hear	heard	heard
swing	swung	swung
shine	shone	shone
sit	sat	sat

You will notice that the words in the second and third lists are exactly alike. Sometimes, they are helped by *have, has,* or *had,* and sometimes they are used alone.

In the following sentences, put the correct word in each blank. The word *drowned* has only one syllable. Be sure to pronounce it correctly.

1. Yesterday mother —— me how to make a cake.
2. She has —— me to sew, too.
3. What have you —— for your brother's birthday?
4. I —— him a baseball and bat this morning.
5. The boy —— before the rescuers could reach him.
6. Fred has —— all the little kittens.
7. I —— what he said to you a moment ago.
8. We have —— the good news.
9. The man caught the rope and —— far out.
10. That sign has —— from the shop door for many years.
11. The sun has —— brightly all day.
12. It —— brightly yesterday, too.

13. Grandma has —— in the armchair by the fire all day.
14. I —— beside her for a while this morning.
15. She always —— there in cold weather.

Write other sentences, using the words in the second and third lists. Read your sentences to the class.

106

LEARNING TO WRITE LETTERS

The Story-Letter

The friendly letters you have written so far have been short letters of thanks or of invitation. Sometimes you want to tell a friend a story in a letter. In the letter below, Bill tells Jack the story of his pets.

114 Pennington Avenue
Passaic, N. J.
February 16, 1918

Dear Jack,

You tell me you are going to get a pet but are undecided whether to buy a rabbit or a guinea pig. Take my advice and don't get either. Get *rats*.

I have had cats, dogs, rabbits, birds, guinea pigs, rats, turtles, and gold fish as pets. I would have had a snake and an alligator, but my mother said, "No!" I will tell you something about my pets.

My first one was a small kitten that did not stay small very long. She grew to be a very large cat and could whip any dog in the neighborhood.

The first dog I had was Bill, my namesake, a small fox terrier. We used to keep Bill locked up in the kitchen at night, and in the morning when we came

down, he was the happiest dog I have ever seen. That dog would actually laugh. Bill got away one night and never came back.

My next dog was a small poodle. We called her Pink because of her pink ears. That old cat of mine led poor Pink a dog's life! Finally, my cat, after living to be eight years old, died, and Pink spent the rest of her days in peace. Last Sunday she ran away, and although I have searched everywhere, I have not found a trace of her.

Rabbits are fine pets, but take my advice and do not buy one of them, for they are lots of trouble. I have tried them, and I know.

Birds are good pets, too, but if I were you I would not invest money in them, for they also need a great deal of care.

Don't buy guinea pigs, either. Just after you have built a cage and bought several dimes' worth of hay and oats, they turn in and die.

But rats are good pets, and they need very little care. All you have to do is to throw in a piece of bread and cheese, and the rats do the rest. They will learn tricks after some training. So, I would suggest that you buy a pair of white rats.

I have decided that the next pet for me is a monkey. But monkeys cost fifteen dollars apiece! I wonder where I am going to get the money. Perhaps you are rich enough to buy a monkey now. Are you?

Yours sincerely,

Bill

Read again Bill's letter to Jack.

Write Jack's answer to Bill, telling what pet he finally bought and what came of it.

Where do you write the heading?

How do you punctuate the heading?

What capital letters do you use in the heading?

Where do you write the salutation?

What mark of punctuation do you place at the end of the salutation?

Where do you begin your letter?

Where do you use capital letters in the complimentary close?

What mark of punctuation do you use at the end of the complimentary close?

Address the envelope.

107

WRITING OTHER STORY LETTERS

Write a letter to a friend, telling him about the most interesting thing you have done lately.

Write a letter to a friend, telling him how you spent the money given you as a Christmas present.

108

REVIEWING TROUBLESOME WORDS

Copy the sentences, putting the correct word in each blank.

TWO, TO, TOO

1. Bill's —— dogs were a terrier and a poodle.
2. His cat was —— fond of fighting the dogs.
3. Bill thinks that rabbits are —— much trouble.
4. Birds, ——, need a great deal of care.

5. Guinea pigs are —— likely —— die.
6. Bill's advice —— Jack is —— buy —— white rats.

Write sentences in which you use the following expressions.

too tired	too quickly
too noisy	too rapidly
too rough	too slowly
too dark	too loudly
too difficult	too easily
too high	too carelessly

Write five other sentences, using *too* with words not given in the list.

109

TALKING ABOUT A POEM

The Blind Men and the Elephant

It was six men of Indostan
  To learning much inclined,
Who went to see the Elephant
  (Though all of them were blind),
That each by observation
  Might satisfy his mind.

The First approached the Elephant,
  And happening to fall
Against his broad and sturdy side,
  At once began to bawl:
"God bless me! but the Elephant
  Is very like a wall!"

The Second, feeling of the tusk,
Cried, "Ho! what have we here
So very round and smooth and sharp?
To me 'tis mighty clear
This wonder of an Elephant
Is very like a spear!"

The Third approached the animal,
And happening to take
The squirming trunk within his hands,
Thus boldly up and spake:
"I see," quoth he, "the Elephant
Is very like a snake!"

The Fourth reached out his eager hand,
And felt about the knee.
"What most this wondrous beast is like
Is mighty plain," quoth he;
"'Tis clear enough the Elephant
Is very like a tree."

The Fifth, who chanced to touch the ear,
Said, "Even the blindest man
Can tell what this resembles most;
Deny the fact who can,
This marvel of an Elephant
Is very like a fan!"

The Sixth no sooner had begun
About the beast to grope
Than, seizing on the swinging tail
That fell within his scope,
"I see," quoth he, "the Elephant
Is very like a rope!"

And so these men of Indostan
  Disputed loud and long,
Each in his own opinion
  Exceeding stiff and strong,
Though each was in the right,
  And all were in the wrong!

—*John Saxe.*

To what did each of the blind men compare the elephant?

Why were they all wrong?

How far was each one right?

What does the story teach you?

110

USING WORD FORMS

Present	*Past*	*Complete* (*have, has, had*)
burst	burst	burst
hurt	hurt	hurt

You will notice that these words never change in form. Sometimes they stand alone, sometimes they are helped by *have, has,* or *had.*

1. Soap bubbles *burst* very quickly.
2. That big one you made *burst* sooner than the little ones.
3. All of mine *have burst.*
4. My finger *hurts* very badly.
5. I *hurt* it while I was chopping wood.
6. That makes three fingers that I *have hurt* with the axe.

Write sentences, using these words. Read your sentences to the class.

Remember that the form of *burst* and *hurt* never changes.

111

A STORY

The Meaning of the Flag

Hats off! The flag is passing by.

Boys and girls of America, how are you showing your love and respect for Old Glory?

As you see it floating over a public building or carried in a parade, do you think of the millions of men who have given their lives to protect it?

All our history centers around the Stars and Stripes. It was born in a little shop in Philadelphia when, with a snip of the scissors, Betsy Ross showed General Washington how to cut a five pointed star for the new flag. John Paul Jones first raised it at sea under the very cliffs of Old England, when he lashed his ship to that of the enemy, and fought hand to hand until the British surrendered. Ever since, it has been known as the flag which has never met defeat.

It stands for liberty and justice for all who live under its protecting folds. It has stood for even more than that since it crossed the ocean and led our brave boys to victory in the World War. Here is part of a letter written by an American who was in Paris on the 14th of July, 1918. On that day our troops took part in the French celebration of the Independence Day of France.

"I was in Paris on the 14th of July. It was a wonderful day in every way. English, Belgian, Italian,—

all of them took the city by storm. But away off down the line I heard a hum that steadily grew louder and sounded above all the rest of the noise, a hum that somehow got inside of me and made me stand a little straighter. Then about a block away, I saw a flash of color. Oh! how wonderful it looked to me! For the color resolved itself into the 'Colors.' Then I thought the heavens had broken loose. I have never in my life heard such an outburst of noise. It was not the high shouting that one usually hears, but a roar that started away down and gradually increased until, when it broke, the very windows rattled. It sounded like the yell of a million rooters. Then, just as quickly as it had started, it died down, and amid an absolute silence and with every civilian hat off, every man in uniform at a stiff salute, the colors of the United States went by."

112

TALKING ABOUT THE FLAG

Describe Old Glory.

Who made the first flag?

Tell when and where it was first raised at sea.

How did the American feel when he saw the flag in Paris?

How did the crowd show respect to the Stars and Stripes?

How do you show respect to the flag when you see it passing in a parade?

How do you show respect to it in school?

How is the flag used to honor the dead?

Give the salute to the flag.

113

BEING PATRIOTIC IN SPEECH

You take off your hat to the flag of America. Do you show equal respect to the speech of America? If you were to see someone trample the flag under foot, you would be indignant. You would call him a traitor, and expect to see him punished. Are you indignant when you hear anyone trample on the *speech* of your country? Do *you* ever trample on it? You do, if you are not careful to speak correctly. Always say:

1. I haven't any pencil *or* I have no pencil.
2. I didn't do anything to him *or* I did nothing to him.
3. I haven't done anything with it *or* I have done nothing with it.
4. I don't know anything about it *or* I know nothing about it.
5. I didn't say anything to him *or* I said nothing to him.
6. I'm not doing anything *or* I'm doing nothing.
7. I haven't said anything about it *or* I have said nothing about it.
8. You haven't any right to do it *or* You have no right to do it.
9. He didn't give me anything *or* He gave me nothing.
10. That doesn't make any difference *or* That makes no difference.
11. That hasn't anything to do with it *or* That has nothing to do with it.

Practice these expressions until you acquire the habit of using them. You will notice that *not* is not used in the same sentence with *no* or *nothing*. Watch the speech of other boys and girls as well as your own.

What did Fred say when he told you he hadn't a baseball?

What did Frank say when he was accused of making Billy cry?

Did they use *not* in the same sentence with *no* or *nothing*?

Make a list of the traitor expressions you hear boys and girls use when they should use those above.

Keep account of the times that you use the traitor expressions.

Your teacher will give you an opportunity to report to the class all the traitor expressions that you capture.

114

AN AROUND-THE-CLASS STORY

A LOAF OF BREAD

The farmer begins the work by planting the seed.

The baker ends it by baking the bread.

What happens between the work of the farmer and that of the baker?

Tell the story, one by one around the class, each one making a sentence.

Some one may start: *First I was a little seed.*

What was done with the seed?

After that what happened to it?

Continue the story around the class. Be careful not to use the word *then* too frequently.

In this same way you may tell stories about:

1. A pound of butter.
2. A piece of cheese.
3. A cake of soap.
4. A muslin apron.
5. A linen handkerchief.
6. A silk necktie.
7. A woolen sweater.
8. A pair of shoes.

What other stories of the same kind can you tell?

115

USING WORD FORMS

Present	*Past*	*Complete* (*have, has, had*)
choose	chose	chosen
eat	ate	eaten
throw	threw	thrown

Chosen, eaten, and *thrown* are helped by *have, has,* and *had.*

Chose, ate, and *throw* are *never* helped by another word.

Kate: Whom did you choose for the captain of the basket-ball team, Helen?

Helen: We —— ——. I think we have —— —— —— ——.

Kate: How far did you throw the ball in the test?

Helen: I —— —— —— ——. I have often —— —— —— ——.

Kate: Have you eaten your luncheon yet?
Helen: Yes, I have —— ——. Clara and I —— —— ——.
Kate: Then let us —— the girls for our play.

The girl taking the part of Helen must complete the sentences, using the correct word forms in answering Kate's questions.

Write sentences using the different forms of the words. Read your sentences to the class.

116

TALKING ABOUT A POEM

The Emperor's Bird's-Nest

Once the Emperor Charles of Spain,
With his swarthy, grave commanders,
I forget in what campaign,
Long besieged, in mud and rain,
Some old frontier town of Flanders.

Up and down the dreary camp,
In great boots of Spanish leather,
Striding with a measured tramp,
These Hidalgos, dull and damp,
Cursed the Frenchmen, cursed the weather.

Thus as to and fro they went,
Over upland and through hollow,
Giving their impatience vent,
Perched upon the Emperor's tent,
In her nest, they spied a swallow.

Yes, it was a swallow's nest,
  Built of clay and hair of horses,
Mane, or tail, or dragoon's crest,
Found on hedgerows east and west,
  After skirmish of the forces.

Then an old Hidalgo said,
  As he twirled his gray mustachio,
"Sure this swallow overhead
Thinks the Emperor's tent a shed,
  And the Emperor but a Macho!"

Hearing his imperial name
  Coupled with those words of malice,
Half in anger, half in shame,
Forth the great campaigner came
  Slowly from his canvas palace.

"Let no hand the bird molest,"
Said he solemnly, "nor hurt her!"
Adding then, by way of jest,
"Golondrina is my guest,
  'Tis the wife of some deserter!"

So unharmed and unafraid
  Sat the swallow still and brooded,
Till the constant cannonade
Through the walls a breach had made,
  And the siege was thus concluded.

Then the army, elsewhere bent,
  Struck its tents as if disbanding,
Only not the Emperor's tent,
For he ordered, ere he went,
  Very curtly, "Leave it standing!"

So it stood there all alone,
Loosely flapping, torn and tattered,
Till the brood was fledged and flown,
Singing o'er those walls of stone
Which the cannon shot had shattered.

—*Henry Wadsworth Longfellow.*

Tell the story of the poem.

What kind of man do you think the Spanish king was?

117

TELLING OTHER BIRD STORIES

The poem you have just read tells the story of something which happened many years ago; but there were also some interesting stories told about birds during the great World War.

During the fighting, the sparrow hawks were attracted to the front line trenches by the hosts of mice there. They would perch upon the wire entanglements, and preen their feathers, paying no attention whatever to the shells bursting around them.

The love of birds for their usual nesting place was proved again and again. Shy birds, such as the nightingale, returned to their accustomed woods even after the trees had been drenched with poisoned gas and shattered by gunfire until there was little left of them. There they built their nests and hatched their eggs during furious bombardments. Often their songs were heard, throughout a night of fierce fighting, in a wood lighted by the flash of bursting shells.

Do you know any similar stories of birds?

Tell how the carrier pigeons helped in the war.

What is the national bird of the United States?

Can you tell a story about this great bird?

How many of you have ever found birds' nests? Where were they?

Can you tell what kind of nest the robin builds? the wren? the catbird?

118

BUILDING A VOCABULARY

In each blank in the story use a word selected from the list below. If you can think of a better word than one in the list, you may use it.

THE SONG OF THE THRUSH

Long, long ago, the Great Spirit, Gitche Manito, called to him all the birds, and gave to each a song. From that day, the —— songsters have filled the world with ——. But one —— little bird, far away in his —— home in the ——, did not hear the call. At last, two or three of his friends came to tell him the —— news. When he heard their —— songs, he —— that he, too, might sing. He was —— that there was a —— for him somewhere, so he set forth —— to find it. By the side of the brook he heard the water —— over the ——. But it was not the song he —— to sing. From the top of a tall tree he heard the wind —— and sigh. But he didn't want to sing that song. He heard the leaves —— and —— their secrets to each other. But their song was not for him. Then, one day he heard some little children at their play.

Their —— laughter filled the air, and the little bird ——. He had found his song at last. And ever since then, the song of the thrush has been like the —— of ——children when they play.

—*Adapted.*

happy	woods	certain	wished
merry	good	song	whistle
music	glad	bravely	rustle
melody	pretty	ripple	whisper
shy	beautiful	pebbles	joyous
timid	wished	stones	rejoiced
lonely	sure	wanted	laughter

From the list below choose a word that tells the kind of sound peculiar to each of the following.

The sparrow ——
The robin ——
The nightingale ——
The crow ——
The owl ——
The canary ——
The quail ——
The mocking-bird ——
The cock ——
The dove ——
The parrot ——

warbles	twitters
caws	hoots
crows	trills
chirps	carols
whistles	coos
cheeps	pipes

laughs

119

WRITING ABOUT BIRDS

Write a paragraph about a bird you have watched. The following topics may help you.

1. Feeding the sparrows in winter.
2. My friend the robin.
3. The hungry snow bird.
4. The early woodpecker.
5. Building a nest.
6. The robin and his mate.
7. My bird house.

Where do you begin the first line?

What must you remember about the thought of the paragraph?

What must you remember about the thought of each sentence?

What must you remember about the first sentence and the last sentence?

120

USING THE RIGHT WORD

Put the right word in each of the blanks below.

IS, ARE

1. There —— five blue eggs in the robin's nest.
2. There —— no birds in last year's nests.
3. There —— a crow's nest on the top of the pine tree.
4. There —— several bird houses in our garden.
5. There —— a wren's nest in one of them.

6. How many eggs —— in the robin's nest?
7. —— there any birds in last year's nests?
8. Where —— the crow's nest?
9. How many bird boxes —— there in our garden?
10. Where —— the wren's nest?
11. —— Dick and Tom making new bird boxes this spring?
12. Where —— the girls going to put their boxes?

WAS, WERE

1. There —— once a brownie who lived in a coal cellar.
2. There —— nothing in the cellar for the brownie to eat.
3. There —— rats and mice and beetles in the cellar.
4. There —— good things to eat on the kitchen table.
5. There —— bread and butter and cheese and apple pie.
6. There —— a bright fire burning on the hearth, too.
7. Where —— the brownie?
8. Where —— the rats, the mice, and the beetles?
9. Where —— the good things to eat?
10. How many good things —— on the kitchen table?
11. Where —— the fire burning?
12. Where —— you when the brownie came into the kitchen?
13. —— you watching for him?
14. —— the cook waiting for him?
15. —— the cat and the dog asleep by the fire?

Write other sentences containing these words.

121

WAYS OF TRAVELING SHOWN IN PICTURES

Collect as many pictures as you can, showing different ways of traveling. The following list may suggest the kind of pictures to select.

1. Walking.
2. Horseback riding.
3. Riding the donkey.
4. Riding the camel.
5. Riding the elephant.
6. Reindeer sledge.
7. Dog sledge.
8. The chariot.
9. The stage coach.
10. The emigrant wagon.
11. The carriage.
12. The bicycle.
13. The automobile.
14. The steam car.
15. The trolley car.
16. The airplane.
17. The hydroplane.

Make a sentence about each one of your pictures.

122

USING THE VOICE

NG IN *FINGER*

1. Take the position for the breathing exercises.
2. Breathe deeply.
3. Breathe out, making the singing sound of ***ng***.

4. Repeat *Exercises 2* and *3* ten times.
5. Now make the sound of hard *g*, as in *go*.
6. Form *ng*, then change quickly to hard *g*.
7. Again breathe in deeply, then breathe out on the singing sound of *ng*.
8. Change quickly again from this *ng* to hard *g*.

This is the sound of *ng* in finger—singing *ng* plus hard *g*.

Say the following words after your teacher.

finger	longer (*long* has only the singing *ng*)
linger	longest
stronger	strongest (*strong* has only the singing *ng*)
tingle	wrangle
dangle	tangle

Can you think of any other words with this sound of *ng*?

We may call *ng* in *singer* and *ng* in *longer*, twin brothers who look alike but whose voices are not alike.

Read the following sentences, being especially careful to speak correctly the new sound of *ng*.

1. Mary's jumping rope is longer and stronger than Dorothy's.

   Which words contain the new sound of *ng*?

   Which word contains the singing sound of *ng*?

2. Boys and girls should not linger along the way when going to school.

   Which word has the new sound of *ng*?

   Which words have the singing sound of *ng*?

3. The newsboy's bare hands tingle with the cold on frosty mornings.

Which word has the new sound of *ng*?
Which word has the singing sound of *ng*?

Say after your teacher:

tingle, tangle, tingle
mingle, mangle, mingle

123

FOR READING

ON A FROSTY MORNING

Jack Frost would set a-tingling
The children's hands and feet!
But merry voices mingling,
Plan old Jack Frost's defeat.

They know whoever lingers,
Jack Frost will catch him quick,
And nip his toes and fingers,
Like sharpest needle-prick.

So laughing, running, leaping,
They hurry on their way.
"We will not linger, weeping!
We'll fool Jack Frost," they say.

—*C. I. Orr.*

Write the words with the singing sound of *ng*.
Write the words with the other sound of *ng*.
Say them aloud to your teacher and classmates.
Now read the verses aloud.

This sound is marked in the dictionary with a line under the n (n̲).

Find the new sound of *ng* in other poems or stories in your book.

124

USING WORD FORMS

Present	*Past*	*Complete* (*have, has, had*)
break	broke	broken
hurt	hurt	hurt
swim	swam	swum

Broken and *swum* are helped by *have, has,* and *had.*

Broke and *swam* are *never* helped by another word.

What do you notice about the forms of the word *hurt*?

Herbert: Hello, George, when did you break your bicycle?

George: I —— —— ——. I have —— —— ——, too.

Herbert: Did you hurt yourself?

George: Yes, I —— —— —— ——.

Herbert: Did you swim much while you were away?

George: Yes, I —— —— ——. Have you ever —— —— ——?

The boy taking the part of George must complete the sentences, using the correct word forms in answering Herbert's questions.

Write sentences using the different forms of the words. Read your sentences to the class.

125

ASKING QUESTIONS ABOUT A PICTURE



Each of you, in turn, may ask a question about the picture.

One of you may write the questions on the blackboard as they are asked.

Read the questions silently.

Study the picture.

Answer the questions in writing.

From the answers make up a story.

126

BUILDING A VOCABULARY

"O, Mother," —— Dorothy, "I had such a delightful time with Jane to-day!"

"What did you do?" —— her mother.

"First," Dorothy ——, "I went to Jane's house. She —— that we go to the park for a picnic. Mrs. Brown had —— to go with us if we would help to —— the lunch. Of course I —— that it would be great fun. Into the kitchen we ——. Jane's mother —— us to —— as fast as possible so that we would have longer time to —— after we —— the park. We —— to do our best. When we had —— everything in the basket, Jane ——, "How is this for quick work, Mother!"

We —— to our destination. It was one o'clock when we ——, and we —— of the eatables in short order. Afterwards Jane —— going to the playground, which was —— with apparatus of every kind.

1. Fill in the blanks from the list given.

2. Finish the story with an account of the way the girls spent the afternoon at the playgrounds, using as many different words to express action as you can.

answered	flew
inquired	equipped
asked	packed
agreed	arrived
exclaimed	suggested
replied	disposed
laughed	play
advised	work
urged	reached
proposed	prepare
promised	motored
said	drove

127

USING THE COMMA

WORDS IN SERIES

Raymond was told to write the names of ten animals he had seen at the zoo. He wrote, "I saw three bears, one elephant, four foxes, and two zebras." His mother was surprised to find that he had finished his list so quickly.

How many different animals did Raymond really name?

Notice that the comma after the name of each animal helps you to understand the sentence better and to read it more intelligently.

When a list of things is given in a sentence, we say the words are used in a *series*. Such words are separated by commas. When the last two words of a sentence are connected by *and*, the comma is used before the *and*. Do not omit it.

Write the following sentence. Put in commas to separate the names of the different books.

Anna has read *Little Women Alice in Wonderland Two Prisoners Uncle Remus Stories* and *Jo's Boys*.

Now read the sentence aloud, showing how the commas help to make the meaning clear.

Write three sentences, using in each sentence one of the following groups of words in a series. Be sure to put the commas where they are needed.

violets	bluebirds	baseball
daisies	song-sparrows	football
buttercups	robins	tennis
bluets	catbirds	hockey

Find in the story *Mike and the Big Parade* on page 147 two examples of commas that separate words in a series. Find another example in *Advice to Boys* on page 164, and one in Bill's letter to Jack on page 104.

Notice the commas in the title, "The Wind, the Moon, and the Little Star." Why are they used?

Words used in a series should be separated by commas.

128

USING COMMAS IN A SERIES

Copy the following sentences, using commas to separate the words in a series.

1. The brownie found bread butter cheese and pie on the kitchen table.
2. He frightened away the rats mice and beetles that were in the cellar.
3. The trees asked the olive tree the palm tree the apple tree and the bramble to be their king.
4. The garden is gay with red blue yellow purple and white flowers.
5. The American flag is red white and blue.
6. Its colors stand for courage purity and truth.

129

TALKING ABOUT TREES

TREES

The oak is called the king of trees,
The aspen quivers in the breeze,
The poplar grows up straight and tall,
The pear tree spreads along the wall,
The sycamore gives pleasant shade,
The willow droops in watery glade,
The fir tree useful timber gives,
The beech amid the forest lives.

—*Sara Coleridge.*

How many of the trees named in the poem do you know?

Describe one of them.

Which of those trees grow near your home?

Which of them grow in your school yard?

How can you tell these trees in the spring and summer?

How can you tell them after their leaves have fallen?

Which of these trees are useful to us?

Make a list of the things we get from the oak trees.

Are any of these things made near your home?

130

WRITING ABOUT TREES

Write a paragraph, describing a tree which you know and enjoy. Tell:

1. Where and what kind of tree it is.
2. How it looks in spring, autumn, or any other season.
3. Why you enjoy it,
4. How you would feel if anything should happen to it.

Write a paragraph, telling about the usefulness of a tree. Plan your paragraph before you begin to write.

131

LEARNING TO WRITE *ITS*

Darwin, the great naturalist, once found a queer looking insect on his desk. *Its* body was that of a centipede, *its* head looked like a beetle's, *its* wings were those of a butterfly, and *its* legs were like a grass

hopper's. "Is this yours?" he asked a group of boys who looked as if they knew something about it. "Yes, sir, it is ours," replied one of the boys. "We want you to tell us *its* name." "Did you hear it hum?" asked Darwin. "Oh, yes, it hummed like anything." "Then," said Darwin with a twinkle in his eye, "I should say that *its* name is *humbug*."

Look at the word in italics.

Name each of the words before which *its* is used.

For what word is *its* used? This word shows possession.

Its also shows possession.

The possessive of *it* is formed by adding *s*.

Make sentences using the word *its*.

132

OTHER WORDS THAT SHOW POSSESSION

The words *ours*, *yours*, *hers*, and *theirs* also show possession.

In each of the following sentences fill the blank with one of these words.

1. I have lost my pencil, Helen. Will you lend me ——?
2. I need mine, Mary, but Clara will lend you ——?
3. The girls took their books with them, but the boys would not take ——.
4. If you take your umbrellas, will it be necessary for us to take ——?
5. Is this pencil —— or mine?
6. I have forgotten my book. I hope Cora has not forgotten ——.

7. Did Ella say that these flowers are ——?
8. We shall not need the ball. Fred and Jack said they would bring ——.
9. Is Henry a friend of ——?
10. Which of these marbles are ——, and which are ——?

133

SPEAKING CLEARLY

Practice the following expressions until you have formed the habit of speaking them clearly. Remember that good speech and bad speech are merely matters of habit.

1. Let me see.
2. Let me alone.
3. Let me tell her.
4. Let me have them.
5. Give me that.
6. Give me one of them.
7. Won't you give me one?
8. What will you give me?
9. Tell them about it.
10. Show them what you have.
11. He makes them mind.
12. Do you see them coming?
13. Can you hear him?
14. He's taller than I.
15. He can play better than I.
16. He can run faster than I.
17. Can you get it?
18. Get it for him.
19. Let them see what you can do.
20. He's doing his best.

134

FOR READING

Fairy Shipwreck

One morning when the rain was done,
  And all the trees adrip
I found, all shining in the sun,
  A storm-wrecked fairy ship.

Its hull was fashioned of a leaf,
  A tiny twig its mast,
And high upon a green branch reef
  By winds it had been cast.

A spider's web, the fragile sail,
  Now flying loose and torn,
Once spread itself to catch the gale
  By which the ship was borne.

Its voyages at last were o'er,
  And gone were all the crew:
And did they safely get ashore?
  Alas, I wish I knew!

—*Frank Dempster Sherman.*

Little Folks Lyrics, Houghton Mifflin Company.

Read the poem aloud, stanza by stanza, in turn around the class.

Notice the words ending in *ing*.

Separate words clearly.

Read as if you were speaking.

Describe the fairy ship. Have you ever seen one?

Find three instances of the use of *its* in this poem.

135

STUDYING A PICTURE



Write the title of the picture.

Write a paragraph, telling a story about the picture.

One of you may write your finished paragraph on the blackboard. Your classmates will tell you:

1. Whether the first line of the paragraph is written correctly.
2. Whether the sentences begin and end correctly.
3. Whether each sentence helps along the thought of the paragraph.

Exchange papers.

Is the first line written correctly?

Do the sentences begin and end correctly?

136

BUILDING A VOCABULARY

FISHING TERMS

—— was a —— day for fishing.

Fill in the first blank with the word or phrase giving the time of your fishing experience.

Fill in the second blank with a word expressing your idea of the day.

Choose words from the list given.

With this as your topic sentence tell about a day's fishing, making use of the words in the list.

thrill	tempting	bait	nibble
luck	clear	bob	throw
chance	gray	sinker	cast
fortune	misty	anchor	wriggle
skill	pleasant	net	land
treasure	gloomy	basket	perch
sport	glistening	reel	pickerel
disappointed	wonderful	lurk	eel
excited	fisherman	scoop	catfish
fine	angler	play	mackerel
rainy	angling	draw	bluefish
impatient	fishing tackle	jerk	blue-snappers
patiently	line	flick	black-fish
waiting	hook		

137

REVIEWING MARKS OF PUNCTUATION

Once upon a time the trees set out to find some one to be their king

They went to the olive tree and said Olive tree come and be our king

But the olive tree said Why should I be your king my Maker sent me here to bear my olives I cannot leave my task to be your king

Then the trees asked the palm tree the apple tree and the vine to be their king but each gave the same answer as the olive tree

At last the trees went to the bramble bush and said Bramble bush come and be our king

The bramble bush said I bear no fruit I have no task to leave I may as well be your king

So the bramble bush became king

You find the story difficult to read because there are no marks of punctuation to help you. Copy the story, putting periods, question marks, commas, quotation marks, and capital letters where they belong. Give the reason for each mark that you use. Read the story as you have punctuated it. You find it much easier to understand, do you not?

138

USING CAPITAL LETTERS

Presbyterian	Catholic
Methodist	Baptist
Unitarian	Episcopalian

These words are the names of religious denominations. With what kind of letter does each begin?

The name of a religious denomination begins with a capital letter.

139

RE-TELLING A STORY

Joseph and His Brethren

PART ONE

Joseph, the son of Jacob, was sold by his ten brethren into Egypt. And Joseph gained great favor in the eyes of Pharaoh, king of Egypt, so that he was made governor and ruled over all the land of Egypt. Then for seven years there was great abundance of food throughout the land, and Joseph gathered up the food and stored it in the cities, for he knew that the years of famine would come.

And when the seven years of plenty were ended, and the seven years of dearth began to come, according as Joseph had said, people from all countries came into Egypt to Joseph to buy corn.

Now when Jacob saw that there was corn in Egypt, he sent Joseph's ten brethren thither to buy corn. But Benjamin, Joseph's brother, Jacob sent not with his brethren; for he said, Lest peradventure mischief befall him.

So they came unto Joseph. But Joseph did not reveal himself unto them. He called them spies, and, said, If ye be true men, bring your youngest brother unto me. So keeping one of them, he gave corn to the others and sent them back to their own country to bring Benjamin down into Egypt.

When they returned with Benjamin, after a time Joseph made himself known unto them. And he said, I am Joseph your brother, whom ye sold into Egypt. Now therefore be not grieved, nor angry with yourselves, that ye sold me hither: for God sent me before you to preserve life. Haste ye, and go up to my father,

and say unto him, Thus saith thy son Joseph, God hath made me lord of all Egypt: come down unto me, tarry not.

And the fame thereof was heard in Pharaoh's house, saying, Joseph's brethren are come: and it pleased Pharaoh well, and his servants. And Pharaoh said unto Joseph, Say unto thy brethren, This do ye: lade your beasts, and go, get you unto the land of Canaan; and take your father and your households, and come unto me: and I will give you the good of the land of Egypt, and ye shall eat the fat of the land.

Read the story carefully.

Tell the story as it is given in your book.

Some of the Bible story is omitted here.

Who can tell part of the story from memory? Perhaps the following questions may help you to remember.

1. Why did Joseph's brethren sell him into Egypt?
2. How did he gain favor with Pharoah, king of Egypt?
3. How did the brothers persuade Jacob to let them take Benjamin into Egypt?
4. What happened when they returned to Egypt with Benjamin?

NOTE: In the Bible, conversation is printed without quotation marks.

140

ACTING THE STORY

JOSEPH AND HIS BRETHREN

PART TWO

And they took their cattle, and their goods, which [illegible]otten in the land of Canaan, and came into

Egypt, Jacob, and all his seed with him: his sons, and his sons' sons with him, his daughters, and his sons' daughters, and all his seed brought he with him into Egypt.

And he sent Judah before him unto Joseph, to direct his face unto Goshen. And Joseph made ready his chariot, and went up to Goshen to meet Israel, his father, and presented himself unto him; and he fell on his neck, and wept on his neck a good while. And Israel said unto Joseph, Now let me die, since I have seen thy face, because thou art yet alive. And Joseph said unto his brethren, and unto his father's house, I will go up, and show Pharaoh, and say unto him, My brethren, and my father's house, which were in the land of Canaan, are come unto me; and the men are shepherds, for their trade hath been to feed cattle; and they have brought their flocks, and their herds, and all that they have. And it shall come to pass, when Pharaoh shall call you, and shall say, What is your occupation? that ye shall say, Thy servants' trade hath been about cattle from our youth even until now, both we, and also our fathers: that ye may dwell in the land of Goshen; for every shepherd is an abomination unto the Egyptians.

Then Joseph came and told Pharaoh, and said, My father and my brethren, and their flocks, and their herds, and all that they have, are come out of the land of Canaan; and, behold, they are in the land of Goshen. And he took some of his brethren, even five men, and presented them unto Pharaoh. And Pharaoh said unto his brethren, What is your occupation? And they said unto Pharaoh, Thy servants are shepherds, both we, and also our fathers. They said moreover unto Pharaoh, For to sojourn in the land are we come;

for thy servants have no pasture for their flocks; for the famine is sore in the land of Canaan: now therefore, we pray thee, let thy servants dwell in the land of Goshen. And Pharaoh spake unto Joseph, saying, Thy father and thy brethren are come unto thee: the land of Egypt is before thee; in the best of the land make thy father and thy brethren to dwell: and if thou knowest any men of activity among them, then make them rulers over my cattle. And Joseph brought in Jacob his father, and set him before Pharaoh: and Jacob blessed Pharaoh. And Pharaoh said unto Jacob, How old art thou? And Jacob said unto Pharaoh, The days of the years of my pilgrimage are an hundred and thirty years: few and evil have the days of the years of my life been, and have not attained unto the days of the years of the life of my fathers in the days of their pilgrimage.

And Jacob blessed Pharaoh, and went out from before Pharaoh.

And Joseph placed his father and his brethren, and gave them a possession in the land of Egypt, in the best of the land, as Pharaoh had commanded.

Read the story carefully.

Prepare to act the story in two scenes:

Scene one: The Meeting of Joseph and his Father.

Scene two: The Presentation of Joseph's Brethren and Father to Pharaoh.

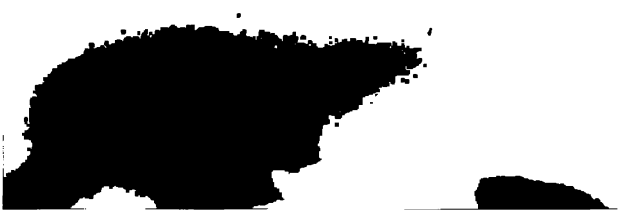
1. Where does the first scene take place?
2. Who are the speakers?
3. [illegible] other characters will you have on the stage?
4. [illegible]he others be doing?

5. Where does the second scene take place?
6. Who are on the stage at first?
7. Who are the speakers?
8. Where is Jacob during the first part of the scene?
9. Make a speech for Pharaoh, inquiring where Jacob is.
10. Make a speech for Joseph, in answer to Pharaoh's question.
11. Make a speech for Pharaoh, bidding Joseph bring his father to Pharaoh.
12. What might Pharaoh say to Joseph's brethren while he is out of the room?
13. Can you think of a verse from the Bible for Jacob's blessing?



BOOK TWO

PART TWO



141

STOCK TAKING

Have you ever been in a large department store during the first days of January or of July? Did you notice an unusual stir and bustle among the clerks? Instead of standing about chatting together as they wait for customers, they are all busy. At every counter, one of them is sitting on a stool putting down figures or adding them up. Others are taking boxes from the shelves, measuring ribbons and laces, putting tags on rolls that have already been measured, or counting buttons and other merchandise. Everybody in the store is busy taking stock. In this way the heads of the departments find out what they need to buy when their buyers go to New York, or Paris, or London.

Stock-taking is a game that you can play in school. What is your stock-in-trade? Where is the ribbon to measure? Where are the buttons to count? Perhaps you cannot guess, so here is the answer. Every day you are storing away in your minds many things: names of countries, learned in your geography; names and stories of great Americans, learned in your history; stories and poems, learned in your reading; facts about the paragraph, the sentence, and the use of the voice, learned in your language work. All these are your stock-in-trade.

It would be a good idea for you to get a note-book for keeping account of your stock-in-trade in your language work. You may call it your stock-taking book, and you may write in it what you have learned in your language lessons.

THE SENTENCE

What is your stock-in-trade in the Sentence Department?

Write in your stock-taking books the answers to the following questions.

1. What have you learned about the first word of a sentence?
2. What have you learned about the end of a sentence?
3. What have you learned about the thought expressed in a sentence?

142

REVIEWING THE SENTENCE

Arrange the following expressions in two lists. In the first, write all that are sentences. In the second, write all that are not sentences.

Write a third list consisting of sentences made out of each expression of thought in your second list.

1. from their horns of abundance
2. for many years
3. they could sleep in peace
4. I turned and entered the house
5. it was bitter weather

6. a mischief-making sprite
7. in the markets of the world
8. he was the terror of the neighborhood
9. the bluebirds and song sparrows
10. the biggest fuss and clatter
11. shook with a will
12. then came a rumble of wheels
13. decided to make it more cheerful
14. Mike's dead
15. fairies of the mineral kingdom
16. clouds of dust and ashes
17. stuck straight up in the air
18. around the house

143

ANOTHER MIKE STORY

Mike and the Big Parade

One morning, I looked out of the back window just in time to see my Irish fighter, Mike, clear the fence in a splendid leap. Behind him came cats, cats, cats, not one or two but a full dozen.

They sifted through the holes in the fence, and a few climbed over the top. Then Mike sat down, and the others formed a ring around him. Mike gave instructions for some great feat, as I could see by the motions of his frayed tail and his ears and whiskers. One cat seemed to object, but Mike "doubled up his fist" and silenced him with an angry glare. No cat ever fought Mike a second time and lived.

Presently, Mike strode to a large stone beside the brick wall, and there enthroned himself with great care. With a satisfied air he washed his face and smoothed his fur. Then he stuck his chin high up

in the air and yowled. This signal given, he turned his eyes expectantly down the walk towards the gate. I did so too.

Through the gate came a tough old cat, battle-scarred and weather-beaten. Behind him came two cats abreast,—then two more, and more still. Down the street they came,

"Rough cats, tough cats, formed in double ranks,
Striding down the sidewalk on their long and hairy shanks."

All eyes were dead to the front, all tails at an angle of forty-five degrees. On they came.

Mike, on his reviewing stand, assumed the haughty appearance of an emperor. The leader came abreast of the stand, halted, tipped his tail in salute, recovered, and passed on with the same proud stride. Mike licked his chops and nodded his approval. Rank by rank, the cats halted, saluted, and passed on. Then the column turned and, coming back, encircled the rock and halted. They all faced inward, eyes on Mike.

Gravely, as befits a king, he spoke to them. They listened attentively, right ears cocked forward. When Mike finished, the applause was deafening. "Yeow! Yeow! Y-e-o-w!—Long live Mike!"

Then I awoke.

—*A Pupil.*

Several of you may come to the front of the room and read in turn this new Mike story, paragraph by paragraph.

With your books closed, the rest of you may listen.

Tell the readers whether their standing position is [redacted] whether their voices can be heard; whether their

words are clearly pronounced; and whether their final *t's*, *d's*, and *p's* can be heard.

Make sentences telling:

1. How Mike called the cats.
2. How they came.
3. What Mike told them to do.
4. How they formed in line.
5. How they marched.
6. How they saluted.
7. What Mike said to them.

144

STOCK TAKING

THE PARAGRAPH

Take stock of what you know about the paragraph. Write the answers to the following questions in your stock-taking book.

1. What have you learned about the position of the title of a paragraph?
2. What have you learned about the position of the first word of a paragraph?
3. What do you know about the paragraph thought?
4. What do you know about the sentences in a paragraph?
5. What do you know about the beginning, the middle, and the end of a paragraph?

Write a paragraph about one of the following topics. Use the topic as your title.

1. Mike, the Leader of Cats.
2. The Procession of Cats.
3. The Dream.

Be sure to make a good beginning, middle, and end.

145

REVIEWING TROUBLESOME WORDS

Pronounce these words:

Tuesday	errand	chocolate	usually
yesterday	apron	radishes	twice
surprise	vegetable	kettle	often
chimney	several	nuisance	just
window	pumpkin	violet	eleven
nothing	oyster	duty	because

Write a short story on one of the following topics. Use the topic as your title. Use as many words from the list as you can. Several of you may read your stories to the class. In doing so, be especially careful to pronounce correctly the difficult words. Stand before the class when you read.

1. The Day I Kept House.
2. Unexpected Guests.
3. My Garden.
4. My Jack-o-Lantern.
5. When I Went to Market.

146

REVIEWING MARKS OF PUNCTUATION

Copy the following, putting correct marks of punctuation where they are needed.

Where are you going my pretty maid
I'm going a-milking sir she said

May I go with you my pretty maid
Yes if you please kind sir she said

What is your fortune my pretty maid
My face is my fortune sir she said

Then I won't marry you my pretty maid
Nobody asked you to sir she said

Give the reason for each mark of punctuation that you use.

Exchange papers and correct errors.

147

FINDING THE STORY IN A POEM

Discontent

Down in a field, one day in June,
The flowers all bloomed together,
Save one, who tried to hide herself,
And drooped in that pleasant weather.

A robin, who had flown too high
And felt a little lazy,
Was resting near a buttercup,
Who wished she were a daisy.

For daisies grew so smart and tall;
She always had a passion
For wearing frills around her neck,
In just the daisies' fashion.

And buttercups must always be
The same old tiresome color,
While daisies dress in gold and white,
Although their gold is duller.

"Dear robin," said this sad young flower,
"Perhaps you'd not mind trying
To find a nice white frill for me,
Some day when you are flying."

"You silly thing!" the robin said,
"I think you must be crazy;
I'd rather be my honest self,
Than any made-up daisy.

"You're nicer in your own bright gown,
The little children love you.
Be the best buttercup you can,
And think no flower above you.

"Though swallows leave me out of sight,
We'd better keep our places;
Perhaps the world would all go wrong
With one too many daisies.

"Look bravely up into the sky,
And be content with knowing
That God wished for a buttercup
Just here, where you are growing."

—*Sarah Orne Jewett.*

Read the poem aloud in turn, stanza by stanza.
Close your books.
Write the story of the poem.
[redacted]do you write the conversation in the story?

148
TALKING ABOUT A PICTURE



Answer each of the questions in a sentence.

1. Where is the horse?
2. What is he trying to do?
3. What is the rider trying to do?
4. Do you think the horse will throw the rider?
5. What name might you give to the picture?

Perhaps you have been on a farm or on a ranch and have seen men breaking horses, or perhaps you have seen daring horseback feats in a Wild West show or in the moving pictures.

Tell the class what you have seen.

Some of you may have learned to ride a horse or a pony.

Tell about your first experience in learning to ride.

149

FORMING GOOD SPEECH HABITS

There are certain little words that you need daily and hourly, and that you think you know quite well. But you do not really *know* them unless the habit of using them is so firmly fixed that you never substitute a traitor word for them. Practice saying these expressions over and over again. Do not repeat them five times to-day and forget about them to-morrow. Return to them frequently. Say them until your ear is so accustomed to the sound of them that your speech will unconsciously respond. When that happens, you will *know* them.

1.	Doesn't he ——?	He doesn't ——.
	Doesn't she ——?	She doesn't ——.
	Doesn't it ——?	It doesn't ——.
2.	Isn't he ——?	He isn't ——.
	Isn't she ——?	She isn't ——.
	Isn't it ——?	It isn't ——.
3.	Aren't we ——?	We aren't ——.
	Aren't you —?	You aren't ——.
	Aren't they ——?	They aren't ——.
4.	Weren't we ——?	We weren't ——.
	[redacted]'t you ——?	You weren't ——.
	[redacted] they ——?	They weren't ——.

5. Am I not ——? I'm not ——.

Write sentences containing these expressions. Read your sentences to the class.

150

A STORY TO FINISH

I am an old, old stove, and I have lived in this schoolroom for many, many years. During my life here I have seen queer things happen. One hot day in June, when the windows and doors were all open,——

Complete the sentence.

Continue the story, sentence by sentence, until the paragraph is finished.

What must each sentence do? What kind of ending sentence must you make?

What is the paragraph thought?

Write it as the title of the story. Be sure to leave a blank line between the title and the story.

Tell the story that might be told by:

1. The hall clock.
2. The kitchen clock.
3. The armchair by the fireside.
4. The old oak tree.
5. The old cherry tree.
6. An old scratched desk in the schoolroom.
7. The pump.
8. A ragged schoolbook.
9. An old gun.
10. A doll in the toy-closet.
11. The attic stairs.

151

BUILDING A VOCABULARY

USING SYNONYMS

Substitute for each of the italicized words in the following sentences a word expressing the same idea. Such a word is called a *synonym*.

If any other change has to be made in the sentence in order to use the new word correctly, tell what change has been made.

1. *Work* is good for everyone.
2. The sky was *brilliant*.
3. The private showed great *courage* in battle.
4. The boy *replied*, "Yes, I will go as quickly as possible."
5. I *asked* him to go on an important errand for me.
6. Henry *gave* his friend a book on his birthday.
7. I *took* the apple mother offered me, instead of the orange.
8. I received many Christmas *presents*.

152

GETTING A PLAY FROM A POEM

COLUMBUS

Behind him lay the gray Azores,
  Behind the gates of Hercules;
Before him not the ghost of shores,
  Before him only shoreless seas.
The good mate said, "Now must we pray,
  For lo! the very stars are gone.
Brave Admiral, speak; what shall I say?"
  "Why say, 'Sail on! sail on! and on!'"

"My men grow mutinous day by day;
My men grow ghastly wan and weak."
The stout mate thought of home; a spray
Of salt wave washed his swarthy cheek.
"What shall I say, brave Admiral, say,
If we sight naught but seas at dawn?"
"Why you shall say at break of day,
'Sail on! sail on! sail on! and on!' "

They sailed and sailed as winds might blow,
Until at last the blanched mate said,
"Why now not even God would know
Should I and all my men fall dead.
These very winds forget their way,
For God from these dread seas is gone.
Now speak, brave Admiral, speak and say—"
He said, "Sail on! sail on! sail on! and on!"

They sailed. They sailed. Then spoke the mate.
"This mad sea shows his teeth to-night;
He curls his lip, he lies in wait
With lifted teeth as if to bite:
Brave Admiral, say but one good word;
What shall we do when hope is gone?"
The words leapt as a leaping sword:
"Sail on! sail on! sail on! and on!"

Then pale and worn he kept his deck,
And peered through darkness. Ah, that night
Of all dark nights! And then a speck—
A light! a light! a light! a light!
It grew to be Time's burst of dawn;
He gained a world; he gave that world
Its grandest lesson; "On! sail on!"

—*Joaquin Miller.*

Permission to use the poem granted by Harr Wagner Publishing Company, S. F. publishers of Joaquin Miller's Complete Poems.

Act the story.

Choose boys to take the two important parts.

What parts could the rest of the class take?

What might they say?

Express the thought of Columbus and the mate in your own language, not in verse.

What might Columbus say when he saw the light?

Suggest a good way to end the play.

153

TELLING PIONEER STORIES

Do you know what a pioneer is? If you do not, find the meaning of the word in the dictionary.

Christopher Columbus was a pioneer. So were the Pilgrims, William Penn, and the daring men who opened up the great West. The grandfather of Abraham Lincoln was one of the pioneers of the West.

Can you name any other great pioneers?

What kind of man was Columbus?

What kind of men must all pioneers be?

Think of as many words as you can to describe the men who go before and prepare the way for others. Write the list on the blackboard.

Come to class prepared to tell a story that you have read or that some one has told you about pioneers. You might choose one of the following titles for your story:

1. Columbus and Queen Isabella.
2. The Voyage of Columbus.



3. A New Home in the Wilderness.
4. Attacked by Indians.
5. The First Harvest.
6. Penn's Treaty with the Indians.
7. The White Man's Friend.
8. The Landing of the Pilgrims.
9. A Log Cabin on the Plains.
10. Going West in a Schooner Wagon.

154

BUILDING A VOCABULARY

In each blank in the following story put a word chosen from the list on page 160.

A Thrilling Adventure

One —— night a man was —— along a —— road in East Africa. Here and there on the way were —— of high bushes that afforded —— —— places for —— beasts. All at once he heard a —— in one of them. Leaves —— and branches ——. Then two —— eyes —— at him from an opening. Suddenly, something —— at him out of the darkness. With a quick movement, he —— the speed of his car and struck the —— with the fender. The shock —— the creature ahead of him in the road, and he ran over it. The engine —— and the automobile came to a standstill. Leaping out, he —— and found that he had killed a lioness!

lonely	threw	glared
clumps	increased	rustled
lurking	animal	excellent
gleaming	dark	crackled
sprang	motoring	wild
stalled	commotion	investigated

Suggest other words that might be used in place of those in the list. Write these words on the blackboard. Read the story again, substituting one of these words for each word that you used from the list.

155

USING THE VOICE

TH (ASPIRATE)

1. Take the position for the breathing exercises.
2. Breathe in gently and deeply; breathe out slowly and easily.
3. Place the tip of the tongue close to the lower edge of the upper teeth.
4. Breathe in.
5. Breathe out, forcing the air between the tongue and the teeth.

   This is *th* in *breath*.
6. Repeat ten times, breathing in deeply but easily each time, and blowing out on *th*.

   Be sure not to let the tongue come outside of the teeth.

   Remember not to lift your shoulders in breathing.

Say after your teacher:

think	path	bath
three	hath	teeth
thirsty	faith	thin

Be careful each time to place the tip of your tongue against the lower edge of the upper teeth.

Take a deep breath for each word.

Force the air out between your tongue and teeth.

Think of other words that contain this same *th* sound.

Write them down. Then tell them to the other boys and girls, being careful when you speak the *th* to place the tip of your tongue against the lower edge of your upper teeth.

Read these sentences:

1. Thistles grow along the path.
2. Three times three are nine.
3. Think three times before you speak once.
4. My faithful dog, Rex, has strong white teeth. (Be sure to speak *wh* in *white* correctly.)

For Reading

Through the air, Dame Thistle Down,
Slipping off her purple gown,
Flies a thousand different ways—
Ev'ry whispering breeze obeys—
North and South and East and West,
Till she sinks at last to rest
Where the thistles, thickly spread,
Offer her a prickly bed.

—*C. I. O.*

Notice, besides the *th*, other sounds that you have learned to make carefully:

down, gown—*ow*.
whispering, where—*wh*.
slipping, whispering—*ing*.
last, rest—*t*.

156

FORMING GOOD SPEECH HABITS

Here are some correct expressions that should become familiar to you. Read them over many times until you have formed the habit of using them instead of the incorrect expressions that are often used in their place. Return to them and study them until you *know* them.

1. I wouldn't go, if I were you.
2. If I were he, I would try to do my best.
3. This is as far as I can go with you.
4. I can go no farther.
5. Our garden is back of the house.
6. Their living room is back of the store.
7. I didn't know she was that kind of girl.
8. Do you like this kind of story?
9. I had nothing to do with it.
10. I hadn't anything to do with it.
11. I didn't do anything to him.
12. I did nothing to him.
13. My dress is different from hers.
14. He is very different from his brother.
15. Take hold of this rope, will you?

16. We all took hold of the line and pulled hard.
17. I would have told you if I had known.
18. He has not gone yet.
19. Do it as I do.

157

A TRUE STORY

How Roosevelt Became Strong

Theodore Roosevelt, who was President of the United States from 1901 to 1909, was a brave soldier and a fearless hunter and explorer. After he had completed his second term as President, he went on two long exploring expeditions in Africa and South America, where he shot many wild animals. He never became tired, and he did not know the meaning of the word fear.

It is hard to realize that this strong, courageous man was once a sickly, timid boy who depended upon his younger brother for protection. From babyhood, Theodore had been a delicate child, and his parents had taken him to many places in search of health. When he was about thirteen, they sent him to Maine, hoping that the northern air would benefit him. During the journey, he met two boys who began to tease and torment him. Theodore was no coward, but he was helpless in the hands of these boys, and he was ashamed of his helplessness.

While he was in Maine, he began to think of the difference between him and the heroes he had read about and admired. He made up his mind that he must get to work at once if he wanted to be the kind of man that does things.

When he returned home, therefore, he began to take boxing lessons. He learned to ride horseback, to play outdoor games, and to do everything that would make him physically fit.

Describe the character of Theodore Roosevelt.

Write a paragraph, telling of the meeting with the two boys and of its effect.

158

TALKING ABOUT HEALTH

How many of you are as strong as you would like to be?

Do you want to become the kind of man that *does* things.

Tell what you can do to make yourselves stronger.

What kind of exercises might you take?

What outdoor games will make you strong and healthy?

How many times can you chin yourself on a bar?

How far can you jump?

Have you ever taken part in an athletic contest?

Tell what you did.

159

LEARNING TO COPY

ADVICE TO BOYS'

Of course what we have a right to expect of the American boy is that he will turn out to be a good American man. He must not be a coward, a bully, a

prig, or a shirk. He must be able to hold his own under any circumstances and against all comers. It is only under these conditions that he will grow into the kind of man America can really be proud of. In life, as in a football game, the principle to follow is:—Hit the line hard; don't foul, don't shirk,—but hit the line hard.

—*Theodore Roosevelt.*

Copy this selection.

What is a *prig?* If you do not know the meaning of the word, find it in the dictionary. Do you ever behave like a prig?

Have you ever seen a boy act like a bully or a coward? Have you ever known one who shirked?

Write the last sentence again. Learn it by heart. Several of you may repeat this sentence.

160

TALKING ABOUT A GOOD AMERICAN

Theodore Roosevelt was a good American because he was a man who did things for the good of America and who played fair. If you make it your business to do things for the good of America, and if you play fair, you, too, are good Americans. There are many things that you can do every day to show the kind of American you are. At home, in school, in public places, you can prove yourselves to be good citizens of your community and so—good Americans.

Think over the topics on page 166 and come to class prepared to discuss them.

1. Making yourself the kind of man or woman that can do things.
2. Making your home attractive.
3. Keeping tidy house fronts.
4. Caring for trees in your street.
5. Keeping the streets neat and clean.
6. Keeping back yard gardens.
7. Preventing accidents on the street.
8. Preventing fires.
9. Caring for school property.
10. Keeping the schoolroom in order.
11. Being a good neighbor.
12. Being a good citizen on the playground.
13. Being a good citizen at your lessons.
14. Helping to prevent disease.
15. Getting rid of flies and mosquitoes.

Suggest other ways in which you can become good Americans, and discuss them with your classmates.

161

TELLING HOW TO PLAY GAMES

Fox and Geese

In the street where I live, the boys and girls have a great deal of fun playing Fox and Geese.

Two bases are chosen, opposite each other. The sidewalk curbs are our bases. One player is the fox, and all the others are geese. The geese line up on one base. The fox stands anywhere between the bases.

The fox calls, "Fox in the morning!"

The geese answer, "Geese in the afternoon!"

Then the geese run across to the other base to keep from being caught by the fox. Whoever is caught by the fox becomes fox with him. The two call as before, and the geese run back again.

This goes on until all of the geese are foxes, when the game begins again. The last one caught is the new fox.

In this explanation, study the steps by which the game is made clear to you. You are told:

1. Where and by whom the game is played.
2. How to get ready to play.
3. How the game proceeds.
4. When it ends.

You all play many outdoor and indoor games. Tell the class how to play one of the following or any other game with which you are familiar. Follow the plan outlined above. Stand before the class when you give your explanation.

1. Red Rover.
2. Still water. No more moving!
3. Base tag.
4. A relay race.
5. Any ring game.
6. Hopscotch.
7. Leap frog.
8. Shuffleboard.
9. Marbles.
10. Parcheesi.
11. Checkers.
12. Prisoner's base.
13. Blind-man's buff.
14. I spy.

162

REVIEWING TROUBLESOME WORDS

Fill the blanks with the correct word.

MAY, CAN

1. —— you play football, Fred?
2. —— I have your sled this afternoon, Jim?
3. —— Billy go to the woods with us?
4. How high —— you jump, Tom?
5. —— we go to the moying pictures, mother?
6. You —— have my hat, if you want it.
7. Father says we —— take the automobile, Frank.
8. You —— drive if you ——.

BETWEEN, AMONG

1. There is great rivalry —— the two teams.
2. He ran in and out —— the crowd.
3. It was difficult to choose the right one from —— so many.
4. We divide the work —— the three of us.
5. The parade passed —— lines of cheering people.
6. He scattered the coins —— the throngs of boys,

Write other sentences containing the words. Read them to the class.

163

STUDYING A PICTURE

What kind of ship is this?

Where will it sail besides on the water?

What other wonderful ship do you know of? Tell about it.





Name all the kinds of ships you know about.

Bring to class pictures of as many as you can obtain.

Study the pictures and talk about them.

Some famous ships of the past of which you may find pictures were the following:

Pinta, the ship in which Columbus sailed to America.

Mayflower, the ship of the Pilgrims.

Welcome, the ship in which William Penn came to America.

Lawrence, Perry's flagship in the battle of Lake Erie.

Victory, Nelson's flagship at the battle of Trafalgar.

Roosevelt, the ship in which Peary went to the North Pole.

Clermont, Fulton's first steamboat.

Half Moon, Henry Hudson's ship.

It will be interesting to compare these pictures with those of the modern ocean liner and the present day dreadnaught and other naval vessels.

Select one of your pictures and write a paragraph describing the ship that it represents.

164

STOCK TAKING

THE LETTER

In the Letter-Writing Department you have stored away many facts. Take stock now by thinking out the answers to the following questions and writing these answers in your stock-taking book.

1. How many parts are there to a letter? Name them.
2. What do you know about these parts as to:
    1. Position in the letter.
    2. Punctuation.
    3. Capitalization.
3. What have you learned about addressing the envelope?

165

WRITING STORY-LETTERS

Write a story-letter to one of your boy cousins telling him about:

1. A Chestnut Hunt.
2. A Sleigh Ride.
3. A Straw Ride.
4. A Ride on the Haywagon.

5. A Coasting Party.
6. Thanksgiving Day.
7. Valentine's Day.
8. St. Patrick's Day.
9. Christmas Eve.
10. The Day of the Parade.

Before you write the letter answer the following questions.

1. Where do you place the heading?
2. What do you put in the heading?
3. What marks of punctuation do you use in the heading?
4. Where do you place the salutation?
5. What mark of punctuation do you place after the salutation?
6. Where do you use capital letters in your salutation?
7. Where do you begin your letter?
8. What mark of punctuation do you place after the complimentary close?
9. Where do you use capital letters in the complimentary close?
10. Where do you sign your name?

Place your letter in an envelope. Direct the envelope properly.

166

USING ABBREVIATIONS

John: What are you doing, Albert?

Albert: I'm writing to my cousin in New York to tell him that some friends of ours are going to visit him.

John: Who is your cousin?

Albert: He is the Reverend John M. Foster, D.D.

John: Why do you add the D.D.?

Albert: It stands for Doctor of Divinity. Our physician, Lewis M. Carroll, M.D., and Professor Campbell of the University are going to see my cousin. They leave here at 11.15 A. M. and reach New York at 2.30 P. M.

John: You'd better add a postscript to your cousin, giving the time of their arrival.

Albert: I'll just put P. S. for postscript.

Rev.....Reverend
M.D.....Doctor of Medicine
A. M.....Ante Meridian (before noon)
D.D.....Doctor of Divinity
Prof.....Professor
P. M.....Post Meridian (after noon)
P. S.....Postscript.

With what kind of letter does each abbreviation begin?

What mark follows each abbreviation?

Look at the meaning of *post meridian.* Now see if you can tell the meaning of *postscript.*

Do you know any people who have the titles used in this story? Write their names and titles.

In addressing anyone, you should always write out the full title. For instance:

Professor John R. Hill
Harvard University
My dear Professor Hill:

This rule does not apply to Mr. and Mrs.

Copy the following sentences using the abbreviations for morning or afternoon.

1. I get up at —— —— ——
2. School begins at —— —— ——
3. We have our noon recess from —— —— —— till —— —— ——.
4. School is out at —— —— ——.
5. We eat dinner at —— —— ——.
6. I go to bed at —— —— ——.

167

LEARNING PARTS OF SPEECH

NOUNS

When Helen Keller was a little girl only nineteen months old, she lost both sight and hearing. When she was about six years old, she was placed under the care of Miss Sullivan, who became her teacher. In their first lesson, Miss Sullivan gave Helen a doll, and then, with the tips of her fingers, spelled the word *d-o-l-l* on the palm of the little girl's hand. In the next few days she spelled other words, such as *p-i-n, h-a-t, c-u-p,* in the same way. Then she taught the child a few words showing action, such as *s-i-t, s-t-a-n-d, w-a-l-k.*

Notice that Miss Sullivan taught Helen the names of the things she *used* and the names of the things she *did,* because these were the words she needed most. These are the two most important families of words.

The words which tell the names of things are called *nouns.*

The words which show action are called *verbs.*

The different families of words are called *parts of speech.*

The words *doll, pin, hat,* and *cup* are nouns because they are the names of things.

Give five nouns which are the names of things in your school, five which are the names of flowers. and five which are the names of birds.

A noun is a name.

168

FINDING NOUNS

Rats!
They fought the dogs and killed the cats,
  And bit the babies in the cradles,
And ate the cheeses out of the vats,
  And licked the soup from the cook's own ladles,
Split open the kegs of salted sprats,
Made nests inside men's Sunday hats,
And even spoiled the women's chats
  By drowning their speaking
  With shrieking and squeaking
In fifty different sharps and flats.

Here is a stanza from the poem, *The Pied Piper of Hamelin.* If you do not know the poem, perhaps your teacher will read it to you.

Make a list of all the nouns in this stanza.

One of you may read your list aloud, while the rest will watch to see if you have found all the nouns.

Several of you, in turn, may close your books and repeat from memory the nouns in the stanza.

The rest of the class will point out those you missed.

169

LEARNING ABOUT NOUNS

SINGULAR AND PLURAL

Hundreds of stars in the pretty sky,
  Hundreds of shells on the shore together,
Hundreds of birds that go singing by,
  Hundreds of bees in the sunny weather,
Hundreds of dewdrops to greet the dawn,
  Hundreds of lambs in the purple clover,
Hundreds of butterflies on the lawn,
  But only one mother the wide world over.

Read the nouns in the poem which mean only one.

Read the nouns which mean more than one.

Nouns which mean only one are called *singular* nouns, or are said to be in the *singular form.*

Nouns which mean more than one are called *plural* nouns, or are said to be in the *plural form.*

What letter is added to *star* to make the plural?

What letter is added to *shell* to make the plural?

Tell how the plural form of each of the following words is made: *bird, bee, dewdrop, lamb.*

Most nouns are made plural by adding *s* to the singular form.

Make a list of five things in your schoolroom of which there is just one.

Make a list of five things of which there are two or more.

Look at the story *A Morning Concert* on page 16. Make two columns of nouns calling one "singular"

and the other "plural." Put all the nouns in the story into one of these columns.

A singular noun means one.

A plural noun means more than one.

Most nouns form their plural by adding *s* to the singular form.

170

MAKING NOUNS PLURAL

PLURAL OF NOUNS ENDING IN *y*

There was once a little cook whose eyes were as black as *berries* and whose hair was the color of brown sugar. One day a fairy came by, and the cook asked her to dinner. He gave her soup in a wee bowl painted with *butterflies*, and the best oyster *patties* you ever saw.

When she had finished her dinner, he asked her if she could cook. "Yes," replied the fairy, "I am the best cook among the *fairies*."

"Oh, please marry me," said the little cook. "Then we can make the most delicious *dainties* in the world."

"Very well," said the fairy; "but we have no wedding ring."

"Wait a moment," said the little cook. "I will make a ring." So he prepared a tiny ball of dough and slipped it over the fairy's finger in order to make a hole in it. Then he dropped it into some hot fat. When it was done, the ring was such a beautiful nut-brown color that the fairy called it a dough-nut.

That is how dough-nuts were first made.

Find in the story the plural form of the following nouns: *berry, butterfly, patty, fairy, dainty.* Let us see how the plural form of each word is made.

What letter comes before the *y* in *berry?*

What letter comes before the *y* in *butterfly?* in *patty?* in *fairy?* in *dainty?*

Notice that these letters are consonants.

Now notice that in *butterflies, berries, patties, dainties* the *y* has become *i* and *es* has been added.

When a consonant comes before the final *y* of a noun, the *y* is changed to *i*, and the letters *es* are added to form the plural.

171

WRITING PLURALS OF NOUNS ENDING IN *Y*

Copy the sentences below, using the plural forms of *story, history, country, geography.*

1. There are many interesting —— in this book.
2. Our —— are also very interesting.
3. England, France, and Russia are important ——.
4. We can find maps of these —— in our ——.

Copy the following words and write the plural form of each in an opposite column, as shown here.

Singular	*Plural*	*Singular*	*Plural*
lady		blackberry	
baby		ferry	
daisy		dairy	
cherry		party	

172

MAKING NOUNS PLURAL

PLURAL OF NOUNS ENDING IN *CH, SH, X,* AND *SS*

Katherine and Margaret have sets of *dishes* for their dolls.

"Let's play party out under the trees," said Katherine. "We can put on our mothers' *dresses*, and pretend that we are grown-up."

Each set of *dishes* was in a box. John offered to carry the *boxes* so that the girls could hold up their *dresses*. There were two *benches* in the garden. They put the dolls on one bench, while they sat on the other. It was a lovely party under the oaks and *bushes*.

You have learned that most nouns form their plurals by adding *s* to the singular.

Find in the story the nouns *benches*, *bushes*, *dishes*, *boxes*, and *dresses*.

These nouns are plural in form. If only one thing had been meant, what word would have been used in each case?

Notice that the singular form of these nouns ends in *ch*, *sh*, *x*, or *ss*.

How, then, are the plural forms of such nouns made?

Write the plural forms of the following words by adding *es* to the singular form.

fish	mattress	crash
fox	wish	ash
crutch	brush	watch
brass	press	latch
match	flash	actress
grass	hutch	abyss
patch	clutch	miss
lash	sash	kiss

Nouns ending in *ch*, *sh*, *x*, or *ss* are made plural by adding *es* to the singular form.

173

MAKING NOUNS PLURAL

Internal Change

All was quiet in the schoolroom. Suddenly, a wee *mouse* ran across the floor. The girls screamed and climbed to the tops of their desks. Even the teacher tucked first one *foot*, then the other up on her chair. Just then, a *workman* came through the hall and put an end to the mouse's school career.

In the story notice the nouns in italics.

Suppose there had been more than one *mouse*. What word would mean more than one?

What word means more than one *foot*.

If there had been more than one *workman*, what word would have been used?

How is the plural of each of these nouns formed?

Write the plural of *goose, man, woman, tooth*.

Some nouns form their plural by changing the vowel or vowels within the word.

174

MAKING NOUNS PLURAL

Plural of Nouns Ending in *f* or *fe*

"What are you going to furnish for the camp-fire supper, Sam?"

"I promised a *loaf* of bread, but I'm going to take two *loaves*. I know we'll be hungry. Can you bring a knife?"

"Yes, Joe and I will both take our Boy Scout knives. They're sure to be useful."

Tell how the plural of the noun *loaf* is formed.

Find another word in the story whose plural is formed in the same way.

With what letter or letters do these words end?

Write sentences using the plural forms of the following nouns:

thief	sheaf	life	leaf
wife	shelf	calf	self

Think of the words *roof* and *muff*. Do all nouns ending in *f* or *fe* form their plurals in the same way?

Some nouns ending in *f* or *fe* form their plural by changing *f* or *fe* to *v* and adding *es*.

All other nouns ending in *f* or *fe* form their plural by adding *s* to the singular form.

175

MAKING NOUNS PLURAL

PLURAL OF NOUNS ENDING IN *o*

Two vessels started from the United States carrying heavy *cargoes* of *potatoes* to France. On their way a severe storm struck them. The crew of one vessel was composed largely of *negroes* from the West Indies, who were used to *tornadoes*. Though their vessel was almost disabled they managed to keep afloat and even to help the other vessel. They were glad, however, to sight land, and the French people were equally glad to see the *potatoes*.

Name the vowels. You know that all the other letters are consonants.

What letter comes before the *o* in cargo?

What letter comes before the *o* in potato?

When a consonant comes before the final *o* in a word, the plural is often made by adding *es* to the singular.

Write the plural form of

hero	motto	mosquito
echo	buffalo	tomato

Many nouns ending in *o* preceded by a consonant form the plural by adding *es* to the singular.

We enjoyed our Flag Day exercises at school to-day. We had several musical numbers. Mary and Helen sang *solos* about the flag. There were two *pianos* in the assembly hall and two of the girls played, "The Stars and Stripes Forever."

Some nouns ending in *o* preceded by a consonant form their plurals by adding *s* to the singular.

All nouns ending in *o* preceded by a vowel form their plurals by adding *s* to the singular.

The nouns in the following list add *s* to form the plural. You must remember how to spell these plural forms.

cameo	cameos
trio	trios
ratio	ratios
banjo	banjos
alto	altos
solo	solos
piano	pianos

Plurals of nouns ending in *o* must be learned by practice.

176

USING THE POSSESSIVE PLURAL

1. The soldiers' uniforms are of khaki.
2. We enjoyed the Indians' war dance.
3. The men's meeting was held at eight o'clock.

Notice that the uniforms were the property of more than one soldier, the war dance was performed by many Indians; the meeting was held for many men.

When a plural noun shows possession, the apostrophe is generally placed after the *s*. When the plural form does not end in *s*, the apostrophe is placed before the *s* just as in making the singular possessive.

Write sentences using the following in the possessive form.

1. dolls belonging to more than one girl
2. toys belonging to more than one baby
3. kites belonging to more than one boy
4. nests belonging to more than one bird
5. flags belonging to more than one country
6. hats belonging to more than one woman
7. coats belonging to more than one child

When a plural noun ends in *s*, the possessive form is made by placing an apostrophe after the *s*.

177

FINDING A STORY IN A PICTURE

Look at the picture on page 183 carefully.

Answer each of the following questions in a sentence.

1. Where are these boys?
2. Why did they come to the country?



3. Why are two of them building a fire?
4. What have they all been doing?
5. What will they do after the fire is built?

Now make up a story about the picture.

Give the story a title. Write it, leaving a blank line between the title and the story.

Write the story in one paragraph.

Make every sentence help along the story thought.

178

LEARNING TO COPY

Copy the following.

Where are the commas placed? Why?

No shade, no shine, no butterflies, no bees,
No fruits, no flowers, no leaves, no birds, No-vember!
—*Hood.*

179

SPEAKING WORDS CORRECTLY

OU AND OW

SNOWFLAKES

Out of the sky they come,
  Wandering down the air;
Some to the roofs, and some
  Whiten the branches bare;

Some in the empty nest,
  Some on the ground below,
Until the world is dressed
  All in a gown of snow.

Dressed in a fleecy gown,
  Out of the snowflakes spun;
Wearing a golden crown
  Over her head—the sun.

—*Frank Dempster Sherman.*

As your teacher reads this poem, try to see the picture the poet makes.

How many stanzas are there in this poem?

What part of the picture does the first stanza make? the second? and third?

180

READING

Six of you may stand, taking the reading position.

Read the following, in turn.

Be sure to speak correctly the sound of *ow* (*ä-o͞o*) in *crown.*

1. Out of the sky they come, wandering down the air;
2. Some to the roofs, and some whiten the branches bare;
3. Some in the empty nest, some on the ground below,
4. Until the world is dressed all in a gown of snow.
5. Dressed in a fleecy gown, out of the snowflakes spun;
6. Wearing a golden crown over her head—the sun.

Each of the six may read one part of the thought in the poem.

Notice that you did not read by *lines*.

In reading a poem, you do not always pause at the end of a line. If you do, sometimes you will not give the poet's thought.

Now listen while your teacher reads the poem, watching the lines as she reads.

Where does the reading-pause come in the third and fourth lines of the first stanza?

Where does the reading-pause come in the third and fourth lines of the second stanza?

Where does the reading-pause come in the third and fourth lines of the third stanza?

Who would like to read the whole poem to the class?

Remember that reading aloud is giving the poet's thought or message to others.

181

LEARNING TO WRITE LETTERS

THE BUSINESS LETTER

The letters that you have written so far have been friendly letters, in which you have chatted with your

friends just as if you had been talking with them. There is another kind of letter which you will be obliged to write often in the course of your life. That is the so-called business letter, or the formal letter. An example of such a letter is one in which you subscribe for a magazine.

Here is a model of the business letter.

1028 Calvert Street
Baltimore, Md.
September 10, 1918

The Youth's Companion
Perry Mason Company
Boston, Mass.

Gentlemen:

Please send me "The Youth's Companion" for one year, beginning with the issue of January 1, 1919. I inclose a money order for two dollars ($2.00), your subscription price.

Very truly yours,
John Belmont

Compare this letter with the friendly letter on page 104.

What difference of form do you note?

Is there a difference in the way of writing the heading?

Look at the salutation. What do you notice above the salutation?

This part of a business letter is called the *introductory address.*

The salutation in the letter is *Gentlemen:* This is the usual way of beginning a letter which is addressed to a

business firm or company. Sometimes *Dear Sirs* is used instead. If the business house is managed by one person, the salutation should be *Dear Sir:*

Notice the mark of punctuation that is placed after the salutation in this letter. This mark should be used in all business letters. It is called the *colon.* What mark is used after the salutation in the friendly letter?

Notice the complimentary close. Compare it with that of the friendly letter. It is much more formal. Notice the use of capitals and punctuation marks in the complimentary close. Does it differ from the usage in the friendly letter?

The phrase *Very truly yours* is the customary way of closing a business letter.

Read the letter subscribing for *The Youth's Companion.*

What facts besides the name of the weekly are included in the letter? Why?

Write a letter subscribing for the *St. Nicholas.* The Century Company, New York City, publishes this magazine.

Before you write the letter, be sure that you can answer the following questions.

1. What punctuation and capitalization do you use in the heading, in the introductory address, in the salutation, and in the complimentary close?
2. What is placed above the salutation?

182

LEARNING PARTS OF SPEECH

VERBS

Read again this stanza about the rats.

Rats!
They fought the dogs and killed the cats,
And bit the babies in the cradles,
And ate the cheeses out of the vats,
And licked the soup from the cook's own ladles,
Split open the kegs of salted sprats,
Made nests inside men's Sunday hats,
And even spoiled the women's chats.
By drowning their speaking
With shrieking and squeaking
In fifty different sharps and flats.

Select the words which tell what the rats *did*.

These words are called *verbs*. Most verbs show *action*.

Give four verbs telling things that you *do* in school.

Give four telling things that you *do* at recess or after school.

Give four telling things that you *do* at home.

Find the verbs in the following sentences. Notice that every sentence contains a verb.

1. The Niger River flows through the west-central part of Africa.
2. It empties into the Atlantic Ocean.
3. The people along this river use mud barns for storing grain.
4. These barns look like huge mud jars.

5. The natives cover the openings at the top with mats.
6. They leave a hole in the side for ventilation.
7. All these storehouses rest on supports about one foot from the ground.

183

FINDING MORE VERBS

Make a list of the verbs in the following story. You will again see that every sentence contains a verb.

John Peter was a miller who wished for wind and rain. The wind came first. After the wind had gone, the rain came. The rain fell gently. The rain spirits said,

"We fall on this thatched roof."
"We wet the whole of this cottage."
"We water the leaves of the cabbages."
"We cover these pebbles with water."
"We run along this beam."
"We jump through this hole."
"We wet everything we can."

The rain *was* a good friend to John Peter. His garden *became* green. His cabbage and lettuce *were* soon large enough to be eaten.

Read the words in italics. These words also are verbs. They tell something, but they do not show action.

The people of Hawaii are the most expert swimmers in the world. They appear to be as much at home in the water as on land. Even the little children seem happiest in the water. They often accompany their

fathers on fishing trips. The men plunge into the surf and spear the fish.

Name the verbs in the story. Ask yourself the question, "Does the word tell or assert something?"

Which verbs in the story show action?

Name the verbs which do not show action.

Every verb does not show action, but every verb must make a statement.

A verb is a word used to tell or assert something. Most verbs show action.

184

STUDYING VERB PHRASES

John Peter was a miller who *had wished* for wind and rain. The wind came first. After the wind *had gone*, the rain came. The rain *was falling* gently. The rain spirits *were saying*,

"We *will fall* on this thatched roof."
"We *will wet* the whole of this cottage."
"We *will water* the leaves of the cabbages."
"We *must cover* these pebbles with water."
"We *will run* along this beam."
"We *will jump* through this hole."
"We *must wet* everything we can."

Read the verbs in the first paragraph.

Notice that the verbs in italics need more than one word to make the statement. Such a group of words is called a *verb phrase*.

Read the verb phrases in the sentences that tell what the rain spirits said.

[redacted]rase is a group of words used as one verb.

185

REVIEWING VERB FORMS

You have already learned to use many word forms that you will now recognize as verbs and verb phrases.

Present	*Past*	*Complete* (*have, has, had*)
give	gave	given
take	took	taken
ring	rang	rung
sing	sang	sung
speak	spoke	spoken
shake	shook	shaken
begin	began	begun
freeze	froze	frozen
see	saw	seen
go	went	gone
lend	lent	lent
shine	shone	shone

Notice once more that the past form of the verb never has a helper. The complete form is helped by *have, has,* or *had.* It is, therefore, a verb phrase.

Write sentences using the different forms of these verbs. Read your sentences to the class.

Practice saying

I gave ——	I have given ——
You took ——	You have taken ——
The bell rang ——	The bell has rung ——

and so on, until your ear is so accustomed to the sound that your speech responds to it.

186
USING OTHER VERB FORMS

1. Our cat often *lies* by the open fire.
2. Sometimes when it is very cold, Fido *lies* on the other side of the fireplace.
3. Yesterday they both *lay* there fast asleep.
4. They *had lain* there an hour when Jack came home.
5. They did not *lie* still very long after Jack came.

Present	*Past*	*Complete* (*have, has, had*)
lie	lay	lain

The verb *lie* means to rest.

Copy the following sentences, filling the spaces with some form of the verb *lie*.

1. Mother —— on the couch when she is tired.
2. Yesterday afternoon I —— down for a nap.
3. I had —— there only a little while when I heard the girls playing outside.
4. The British man-of-war —— at anchor.
5. In the heart of a seed,
   Buried deep, so deep,
   A dear little plant
   —— fast asleep.
6. The sun is not abed, when I
   At night upon my pillow ——.
7. They thought 'twould be better that stormy night
   To —— down and sleep than to quarrel and fight.
8. The angel of the flowers one day
   Beneath a rose-tree sleeping ——.
9. The sea and the sky
   —— like a load on my weary eye.
10. The snow did not —— on the ground.

187

USING THE VERB *LAY*

One of you may stand at the front of the room and give the following directions, calling on a different child each time. Each child must obey the order promptly, and then tell what he did.

1. Lay your history on your desk, ——.
2. Lay the chalk on the blackboard ledge, ——.
3. Lay your arithmetic paper inside of your book, ——.
4. Lay your spelling book on the teacher's desk, ——.
5. Lay your pencil on your desk, ——.

Present	*Past*	*Complete* (*have, has, had*)
lay	laid	laid

The verb *lay* means to place.

Copy the following sentences, filling the spaces with a form of the verb *lay*.

1. Who stole the four eggs I ——
   And the nice nest I made?
2. The rain has —— the dust.
3. I have —— all my things out ready for school.
4. John —— his fishing line on the porch steps.
5. Father —— his watch on the bureau every night.
6. Did you —— your coat on the bed?
7. Fred —— his bag of marbles on the table.
8. Our hens —— a great many eggs.
9. Stuart —— his skates on the door-mat.
10. Frank has —— the wood on the hearth.
11. The mason —— the bricks on the wall.
12. Mary —— her book down and lost it.

188

USING *SIT* AND *SET*

One of you may stand at the front of the room and give the following directions, calling on a different child each time. Each child must obey the order promptly and must then tell what he did. Other directions may be added if you wish.

1. Sit up straight, ——.
2. Sit near the teacher's desk, ——.
3. Sit on the right side of the room, ——.
4. Sit in the vacant seat, ——.
5. Sit in the back part of the room, ——.
6. Sit by ——.

Another child may go to the front of the room and give the following directions to different children. Each child must perform the action and then tell what he did.

1. Set the pitcher on the table, ——.
2. Set the chair near the door, ——.
3. Set the flowers on the window-sill, ——.
4. Set the chair in front of the teacher's desk, ——.
5. Set the window stick in the corner, ——.
6. Set the box of chalk on the teacher's desk.

Notice that the verb *sit* or any of its forms affects only the person performing the action. The verb *set* carries the action from the person doing it to the object on which the action is performed.

Copy the following sentences, filling the vacant [redacted] with the verb *sit* or *set* or some form of the verb.

Present	*Past*	*Complete* (*have, has, had*)
sit	sat	sat
set	set	set

1. At evening when the lamp is lit,
   Around the fire my parents ——;
   They —— at home and talk and sing,
   And do not play at anything.
2. The night clouds had lowered
   And the sentinel stars —— their watch in the sky.
3. Little white Lily
   —— by a stone.
4. Jane, please —— the table for dinner.
5. We —— quietly by the lake.
6. The stone which Ellis threw —— the waters in motion.
7. Mary —— the bird-cage on the table.
8. The little children —— on the floor to play.
9. I —— my watch by observatory time.
10. Have you —— here long?
11. Still —— the school-house by the road.

189

USING *RISE* AND *RAISE*

Present	*Past*	*Complete* (*have, has, had*)
rise	rose	risen

1. The sun *rises* early in the summer.
2. Yesterday I *rose* when the sun did.
3. Have you ever *risen* with the sun?

Present	*Past*	*Complete* (*have, has, had*)
raise	raised	raised

1. It is so warm that I must *raise* the window.
2. Ralph *raised* a heavy iron bar from the floor.
3. What is the heaviest weight that you *have raised?*

Notice that the verb *rise* affects only the doer of the action, but the verb *raise* affects both the doer and the person or object which receives the action.

Copy the following sentences, filling the spaces with a form of the verb *rise* or the verb *raise.*

1. We —— the money for a football.
2. Have you —— all of it?
3. Frank —— when he gave the answer.
4. Did you —— to give Mrs. White your seat?
5. We —— the flag to the top of the staff.
6. Please —— when your name is called.
7. Has the moon —— yet?
8. No, it will not —— until nine o'clock.
9. He who would thrive
   Must —— at five.
10. The sun that brief December day
    —— cheerless over hills of gray.

190

USING *TEACH* AND *LEARN*

1. A serious illness made Helen Keller blind, deaf, and dumb when she was only nineteen months old.
2. She could not *learn.* Her parents did not know how to *teach* her.
3. When she was almost seven years old, Miss Sullivan began to *teach* her.
4. She became very eager to *learn.*



Copy the following sentences, putting in a form of the verb *teach* or the verb *learn*.

Present	*Past*	*Complete* (*has, have, had*)
teach	taught	taught
learn	learned	learned

1. Miss Sullivan —— Helen by spelling the words with her fingers on Helen's hand.
2. She first —— her the word "doll."
3. Helen —— very rapidly.
4. She soon —— the words *mother*, *father*, and *teacher*.
5. Helen Keller also —— to speak with her lips.
6. Miss Fuller —— her how to speak.
7. Helen —— by putting her fingers on the lips of the person speaking.

I keep six honest serving men;
They taught me all I knew;
Their names are What, and Why, and When,
And How, and Where, and Who.

—*Kipling.*

191

A GRAMMAR PLAY

Lie and Lay

Lie is discovered on the ground. His face is pale, his clothing, torn. He looks as if he had been in a hard-fought battle.

Behind him is a wall, broken in one place.

Enter, on *Lie's* side of the wall, *Mary*, a school girl, walking slowly. When she sees *Lie*, she runs towards him.

Mary: What is the matter? Why are you lying there? Who are you?

Lie (feebly): I am *King Lie.* My cousin *Lay*, reinforced by a crowd of careless boys and girls, made that breach in the wall that separates our kingdoms, invaded my territory, and left me lying here helpless, deserted by my followers.

Mary: How can I help you?

Lie: How am I to know whether you are friend or foe?

Mary: Hearken! (She recites softly but clearly.)

I lie down to sleep
  In my bed;
You lie down to sleep,
  Drowsy head!
He lies down to sleep,
  So he said!

We lie down to sleep;
  Softly creep!
You lie down to sleep!
  Ne'er a peep!
They lie down to sleep;
  Silence keep!

Lie: Welcome, friend! I did not dare to trust you before I made sure of your loyalty to me.

Mary: Lie there and rest. You have many friends among the children. I go to bring them hither.

(She goes out, then re-enters with other children.)

John (to *Lie*): Why do you lie there so weak and sorrowful, friend? We have come to make you glad. We will *lay* your enemy low.

Helen: Mary has told us how badly you have been treated. But come! Let us help you. You have lain there long enough,

Lie (partly rising): I feel myself growing stronger among such good friends. But are you quite sure that *Lay* will not return and take me prisoner?

Frank: He may lay plans to destroy you, but we will keep him within his own territory. He shall not harm you!

Lie: But he is very strong! He is always busy, and says that I am of no use because I am a verb of rest, so he influences people to obey him instead of me.

Children (in chorus): Here he comes!

(*Lay* appears at the breach in the wall.)

Children: Halt, enemy of *Lie!*

Lay (seeing that he is outnumbered): I surrender! I lay down my weapons. The children I taught to abuse my cousin *Lie* have deserted me. I will henceforth keep within my own territory. (He turns away.)

Mary: Come, *Lie* and *Lay,* be friends and allies! Join hands across the wall.

John: But let me warn you, *Lay,* that you are not to poach on *Lie's* lands.

(*Lay* and *Lie* shake hands and *Lay* departs.)

Lie: Come, children, let us celebrate our victory with a song.

(*Lie* and the children join hands and chant together.)

I lie here at break of day,
Watching squirrels at their play;
And at evening I shall lie,
While the winds go whisp'ring by,
Singing their soft lullaby.

Sweetly lie; softly lie,
Sleeping the long night thro'.
Lie, lie, as we sweep by,
Keeping our watch o'er you.

Lie while the clouds go sailing by,
Lie while the stars keep watch on high,
Lie 'neath the skies so blue;
Lie my little one, lie my pretty one, lie!

(Last eight lines to the tune of Sweet and Low.)

Curtain —*C. I. O.*

192

BUILDING A VOCABULARY

A Gentle Knight

It was springtime when Gareth —— down to Camelot to become one of Arthur's knights. But, although he was a king's son, he did not —— like a prince. He —— on foot, he was —— in shabby raiment, and he —— like a tiller of the soil. When he —— at Arthur's court, he did not —— to be made a knight. He —— to be —— to —— in the king's kitchen for a year. His mother had —— him to do that, and he was too true and honest to —— her wish. So Gareth —— in the king's kitchen. He —— the wood for the fire and —— the meals. He —— water and —— the hearth. He —— and —— at his work and never once —— because his tasks were heavy. No matter how mean or humble the service, he —— it cheerfully. Later he became one of Arthur's bravest knights.

Fill each blank in the story with a verb chosen from th[redacted]our story to the class.

hewed	sang	permitted	worked
complained	carried	serve	scrubbed
went	cooked	travel	whistled
clad	commanded	arrived	performed
looked	request	disobey	asked

The class working together will suggest other verbs that might be used in place of each one in the list. Write these new verbs on the blackboard. Read the story again, using verbs from the new list.

193

TELLING STORIES OF GREAT MEN AND WOMEN

Tell a story about one of the following men or women. Make it as interesting as you can.

Marco Polo	Joan of Arc
Columbus	Robert Fulton
Balboa	Florence Nightingale
Ponce de Leon	Clara Barton
John Smith	Abraham Lincoln
Walter Raleigh	Robert E. Lee
Roger Williams	George Washington
Benjamin Franklin	Lafayette
Benedict Arnold	Nathan Hale
Robert Morris	Daniel Boone
Thomas Jefferson	U. S. Grant
Frances Willard	Julia Ward Howe
Stonewall Jackson	Thomas Edison
Susan B. Anthony	Marconi
Theodore Roosevelt	Woodrow Wilson
Admiral Dewey	John J. Pershing
Marshal Joffre	General Foch

Do not try to tell too much about the man or woman you select. Confine yourself to one incident. These suggestions may serve as titles.

1. Washington and the Cherry Tree.
2. Washington and the Colt.
3. The Capture of Nathan Hale.
4. Sir Walter Raleigh and the Cloak.
5. John Smith and Pocahontas.

194

LEARNING ABOUT COMMON AND PROPER NOUNS

Roger's home is in Detroit, Michigan. Last summer he went to Boston, Massachusetts, to visit his cousin Edgar. Edgar took him to see many interesting places. They went to the North Church, where Paul Revere hung out his lantern, to Faneuil Hall, and to the State House. They also went out to Cambridge, where they saw the Washington elm, the home of Longfellow, and the buildings of Harvard University. Roger greatly enjoyed learning his history in this way.

Name all the nouns in this story.

Some of these nouns are the names of common objects of the same kind or class. Thus, *lantern* is a name common to all objects of that class. Such nouns are called *common* nouns.

Some of the nouns in the story refer to a particular person, place, or thing. These particular names are called *proper* nouns.

Name all the common nouns in this story.

Name all the proper nouns in this story.

With what kind of letter does each proper noun begin?

Read the following list and see if you can write a proper noun suggested by a common noun. For example, *river* is a *common* noun; *Mississippi*, the name of a particular river, is a *proper* noun.

Common Noun	*Proper Noun*
river	Mississippi
dog	——
state	——
country	——
lake	——
teacher	——
girl	——
ocean	——
boy	——

Name all the proper nouns in the story, *The Magic Sword*, on page 90.

A common noun is the name of any one of a class.
A proper noun is a particular name.
A proper noun begins with a capital letter.

195

WRITING FROM MEMORY

The world must be made safe for democracy.

We have no selfish ends to serve.

We desire no conquests, no dominion.

We are but one of the champions of the rights of mankind.

We shall be satisfied when these rights have been made as secure as the faith and the freedom of nations can make them.

—*Woodrow Wilson.*

From *The War Message.*

Learn these sentences by heart.

Write them from memory.

196

TALKING ABOUT POSTERS

A BOY SCOUT COLLECTOR

Eldred became a Boy Scout the year that the United States entered the World War. He wished he were old enough to join the army, but as a Boy Scout he tried to help by selling Liberty Bonds and War Savings Stamps, and also by working for the Red Cross. He and his chums spent many Saturdays putting up war posters in the windows of the stores and office buildings down town.

Towards the close of the war, the boys decided that a collection of the different kinds of war posters would make an interesting souvenir. As they lived in Washington, Eldred and his scout friends found it easy to get the posters from the public buildings where the war work was carried on. Among the posters that Eldred had were the following:

War Savings Stamps
Liberty Loans
Army Recruiting

Marines
Food Saving
Fuel Saving



Navy Recruiting	War Gardens
Y. M. C. A.	Y. W. C. A.
Red Cross	Better Speech Campaign

Many of the posters were by well-known American illustrators, and all were interesting or beautiful. Eldred put the different kinds together, and then made a list of them in a note-book. Of course the Boy Scout poster was a favorite with all the boys.

Can you describe the Boy Scout poster?

Describe other posters you have seen.

How many of you have made collections of other things?

Here are some things of which interesting collections may be made:

Stamps	Birds' nests
Coins	Butterflies
Shells	Beetles
Wild flowers	Woods
Indian relics	Rocks

Can you add to the list?

Write a paragraph about a collection you have made.

197

A STORY TO FINISH

The wind was blowing a gale, and that always means comical sights. I was standing on the corner waiting for a car when I saw a very small man struggling with a very large ——

Your teacher will copy the last sentence on the blackboard, and then you may all together work out the ending of the story.

Several of you may suggest the ending of the unfinished sentence.

Your classmates will vote to decide which ending is the best, and your teacher will write that one on the board.

In the same way you may suggest new sentences until the story is completed.

When the story is finished, you may select a title for it.

Then several of you, in turn, may read aloud the story which is on the blackboard.

198

LEARNING ABOUT SUBJECT AND PREDICATE

1. The birds return from the south early in the spring.
2. The song sparrow is one of the first to come.
3. He sings his merry song early in March,
4. The return of the birds brings joy to every one.

Who return from the south?

What does the first sentence tell about the birds?

Notice that there are two parts to every sentence. One part names the person or thing told about. The other part tells something about the person or thing.

The part of the sentence about which something is told is called the *subject*.

The part of the sentence which tells something about the [redacted] the *predicate*.

Name the subject and the predicate in each of the sentences on the opposite page.

Copy the following subjects and supply the predicates.

1. Daisies and buttercups ——
2. Jack-in-the-Pulpit ——
3. The poison ivy ——
4. The boys and girls of our school ——
5. Walter and his mother ——

Copy the following predicates and supply the subjects.

1. —— was the first president of the United States.
2. —— is very useful.
3. —— discovered America.
4. —— wrote many interesting stories for children.
5. —— is a good book for boys and girls.

Copy the subjects in the following list, and choose for each subject a suitable predicate from the list of predicates.

SUBJECTS

1. The mining of coal ——
2. Cotton ——
3. New York ——
4. The Star-Spangled Banner ——
5. Silver and gold ——

PREDICATES

1. —— is raised largely in the South.
2. —— is our national song.
3. —— is the chief industry of Pennsylvania.
4. —— are found in the Rocky Mountains.
5. —— is the largest city in the United States.

The subject of a sentence is the part about which something is stated.

The predicate of a sentence is the part which states something about the subject.

199

STUDYING THE SIMPLE SUBJECT AND THE VERB

1. Our American soldiers fought hard during the war.
2. When they were not fighting they often played games.
3. Twenty-five thousand baseballs were sent to France at one time.

What is the subject of the first sentence? Of the second? Of the third? Ask yourself the question, "Is it the part about which an assertion is made?"

Read the predicate of each sentence. Does it make an assertion about the subject?

Find the one particular word in each subject about which the assertion is made. This word is the *simple* subject.

Find the word in each predicate which makes the statement about the subject. This word is the *verb*.

The *simple subject* and the *verb* are the *sentence masters*.

They control the sentence thought.

Find the simple subject and the verb in the following sentences.

1. Into each life some rain must fall.
2. Silent and soft and slow,



3. *The Star-Spangled Banner* in triumph shall wave
   O'er the land of the free and the home of the brave.
4. In autumn the ships of the merchants came with kindred and friends.
5. In the midst of the scene a breathless messenger entered.
6. All in the valley of death
   Rode the six hundred.
7. In your hearts is the happiness of the birds.
8. The robins filled all the blossoming orchards with their glee.
9. The old house by the lindens
   Stood silent in the shade.

The simple subject is the one particular word about which something is stated.

The simple predicate is the verb.

200

TALKING ABOUT PLAYS

How many of you have seen *A Poor Little Rich Girl* acted on the screen or on the stage? If you have seen it, you may prepare to tell the class about the organ grinder's visit to the poor little rich girl. Be sure to tell it so that your classmates will enjoy the fun of it.

If you have not seen this play, you may select a funny incident from some other play or moving picture that you have seen. Your teacher must approve of your selection before you prepare it.

On page 210 are the titles of some plays that boys and girls like.

1. *Miss George Washington.*
2. *Rebecca of Sunnybrook Farm.*
3. *Mrs. Wiggs of the Cabbage Patch.*
4. *Penrod.*
5. *Seventeen.*

201

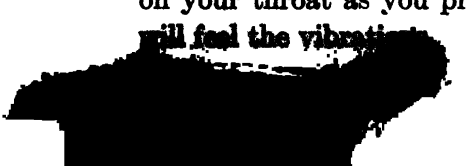
USING THE VOICE

TH (VOCAL)

The *th* that you have learned to form and speak correctly has a twin brother. The brothers are so exactly alike that when you see them you cannot tell them apart. But neither one can pretend to be the other, as mischievous twins sometimes do. For, while they *look* alike, they *sound* quite unlike.

In these sentences that you have just read, the other sound of *th* belongs to the words *the, that, brother, them, neither, other, they.*

1. The new *th* is made by the same position of the tongue as the first one you learned.
2. Tell what the position is.
3. Place your tongue in position and then say after your teacher, *the, that, them, they.*
4. Notice that this sound of *th* is made by blowing out between the tongue and teeth, just as the other was made. At the same time you hear a sound coming from the throat. Put your fingers on your throat as you pronounce *that,* and you will feel the vibrati[illegible]



5. Breathe in deeply but gently.
6. Place the tongue in position for *th.*
7. Breathe out on the *th,* making the throat sound.
8. Be sure not to let the tongue come outside of the teeth.

Write down all the words you can think of that contain this sound of *th.* It is called the *voiced* or *hard th.* The sound of *th* in *thin* is called the *soft* or *aspirate th.*

Tell the words you have written, watching carefully the position of your tongue as you speak each word.

202

READING A POEM

There is a beautiful little song in Shakespeare's play, *As You Like It.* It is sung by one of the courtiers belonging to the court of the banished Duke, who is living in the Forest of Arden. Here is a stanza from it:

Who doth ambition shun
And loves to lie in the sun,
Seeking the food he eats,
And pleased with what he gets,
  Come hither! Come hither! Come hither!
Here shall he see
No enemy
  But winter and rough weather.

In this stanza of the song, the singer invites anyone who is tired of the life of courts and cities, where everyone must work hard to gain wealth, or position, or the good will of his king or duke, to come to the woods where life is simple.

"Come hither!" he sings; that is, "Come here to the woods."

He invites him to come, if he can be satisfied with getting his own food: berries for fruit; deer for meat. "Here in the woods," the singer goes on to say, "there are no enemies but winter and rough weather."

Notice the *th* words.

Read the stanza to yourself.

Then listen while your teacher reads it aloud.

Now read it to your classmates, pronouncing the words carefully and clearly.

Read as if you were speaking to your classmates.

Notice that you read the last lines as if they were printed in this way:

"Here shall he see no enemy but winter and rough weather."

203

REVIEWING TROUBLESOME WORDS

Pronounce the words in this list:

learned	introduce	example
arithmetic	different	figure
geography	government	hundred
history	eastern	column
arctic	western	height
student	every	quantity

Write a short story, taking one of the following topics as your title. Use as many of the words in the above [illegible] Read your finished story

to the class. If you mispronounce any words, your classmates will tell you.

1. A Day of Failures.
2. A Difficult Lesson.
3. The Day I was Unprepared.
4. The Study I Like Best.
5. An Unexpected Examination.

204

LEARNING PARTS OF SPEECH

PRONOUNS

Napoleon Bonaparte was born on the island of Corsica in 1769. Napoleon owed much to Napoleon's mother, but Napoleon's early life was not happy, because Napoleon made very few friends at school. Napoleon became a great leader in war and was made Emperor of France. Napoleon fought the battle of Waterloo where Napoleon was defeated. Napoleon was banished to the island of St. Helena where Napoleon died in 1821.

Read the above paragraph to yourself. What do you think of it? Can you improve it?

Read it again as you think it ought to be.

In what way have you changed it?

What word have you used most frequently?

Of what word does it take the place?

A word that is used to take the place of a noun is called a *pronoun.*

Make a list of the pronouns in the following sentences. Tell for what noun each pronoun stands.

Dick was Edith's pet canary. His cage hung in her room, and she always called to him when she came home from school. One day when she called, there was no answer. She ran into her room. There was Dick's cage but no Dick. Again she called, but there was no answer. From the next room came a faint chirp. Edith ran quickly and found Dick in her mother's work basket with his foot entangled in some embroidery silk. He was glad to get back to his cage.

A pronoun is a word used in place of a noun.
The noun for which a pronoun stands is its antecedent.

Here are some pronouns that you often use:

I	he	she	it	we	you	they
my	his	her	its	our	your	their
me	him	her	it	us	you	them

205

FORMING GOOD SPEECH HABITS

Practice saying the following expressions until your ear is familiar with the sound, and you have acquired the habit of speaking them.

It is I.	It is we.
It is he.	It is you.
It is she.	It is they.

In each blank in the following sentences use the pronoun that stands for the noun in brackets.

It was —— who told me all about it [Mary].
—— who have done this [boys].

3. When I called, "Who is there?" Mary answered, "It is ——."
4. I think it is —— [Frank].
5. It was —— who won the game [Clara and Helen].
6. It was —— who spoke to me [Ernest].
7. It wasn't —— who did it [Dorothy].
8. It was neither —— nor —— who said it [Jim nor Ella].
9. Is it —— who is whistling [Joe].
10. Was it —— who gave it to you [Florence]?
11. It wasn't —— who called you [oneself].
12. Is it —— you want [oneself]?

Write other sentences containing these expressions. Read your sentences to the class.

206

USING THE PRONOUN AFTER *THAN*

Rob is taller than *I*, but I am much stronger than *he*.

This sentence means, Rob is taller than *I am*, but I am much stronger than *he is*.

The pronouns *I*, *he*, *she*, *we*, and *they* are used after *than* because they are the subjects of the verb which is understood.

Copy the following sentences, omitting the names after *than* and supplying the correct pronoun.

1. I am older than (Jim).
2. France and Italy are great countries but the United States is much larger than (France and Italy).

3. John can catch better than (Henry).
4. Dick can run faster than (John and Jim).
5. Ned and I are the same age, but Dorothy is older than (Ned and I).

Write other sentences, using the correct pronoun after *than*. Read your sentences to the class.

Practice saying *than I, than he, than she,* until you are so familiar with the sound that you will never make a mistake.

207

USING PRONOUNS IN OTHER WAYS

Repeat the sentences that follow until the sound of them is familiar to you, and you have formed the habit of using the correct pronoun.

Fred and I went.	Father took Fred and me.
Fred and she went.	Father took Fred and her.
Fred and he went.	Father took Fred and him.
Fred and they went.	Father took Fred and them.

Cover the words *Fred and* in each of these groups of sentences. Now read the sentences. You see that the pronouns are the same in both cases.

Fill the blanks in the following sentences with correct pronouns.

1. Won't you let Frank and —— go with you?
2. Henry gave all his marbles to Bob and ——.
3. —— girls are going to give a party.
4. Clara [illegible] you to sit between Helen and ——.
5. [illegible] all of —— children.

6. Tom says that Jim and —— are going to the woods.
7. Cora and —— were both late.
8. It was pretty hard on —— fellows.
9. They invited Dick, Mary, and —— to go driving.
10. Only Mary and —— could go.

Write other sentences containing pronouns. Read your sentences to the class.

Practice saying:

He and I went.	Father took him and me.
She and I went.	Father took her and me.
He and she went.	Father took him and her.

Use these expressions in other sentences.

208

TALKING ABOUT A PICTURE



In what game is the boy in the picture taking part? How do you know?

Have you ever taken part in this game? Tell the class how to play it.

Before giving your explanation, plan the order in which you will state the facts.

For instance, you may tell:

1. The things needed to play the game.

2. The kind of field.
3. The number of players, and their positions when the game begins.
4. The way in which the game proceeds.
5. The way in which the game ends.

In the same way tell how to play:

Tennis	Soccer
Football	Basketball
Hockey	Volley Ball

Tether Ball

209

BUILDING A VOCABULARY

Our baseball team played the —— team ——.

Fill in the two blanks with the name of the opposing team and the date. Then give an account of the game. The following list of baseball terms may help you to give an accurate account of the game.

batter or batsman	runs	passed ball
pitcher	home-run	wild pitch
catcher	hit	sacrifice
coach	fair hit	fumbled grounder
umpire	strike	base on balls
base-runner	ball	forced out
baseman	good ball	struck out
fielder	ground hit	deliver the ball
left-fielder	base hit	muffed fly
right-fielder	two-base hit	steal a base
center-fielder	three-base hit	safe
short-stop	inning	foul
"Play ball!"	"Time!"	put out

Give a similar account of a game of tennis, football, basketball, hockey, soccer, or any other game that you have taken part in or witnessed.

Before attempting to tell your story, make as complete a list as you can of the terms used in the game.

210

REVIEWING PROPER NOUNS

In the following sentences find the name of each particular person, place, or thing. When a noun is the name of a particular person, place, or thing, what kind of noun is it? With what kind of letter should it begin?

Rewrite the sentences, showing the difference between the two kinds of nouns.

1. The history of games takes us back many centuries and to many countries.
2. The game of tennis was played centuries ago by the greeks and romans. From italy it spread to france where it became the popular game of kings and queens,
3. Football was popular in england in the time of queen elizabeth, although elizabeth herself was opposed to it.
4. Golf is supposed to have started in scotland, but it really originated in the low countries of northern europe where it was played on the ice.
5. Baseball is the only popular game which was started in the united states. During the war our boys played it in england and in france, and taught it to soldiers of many nations.

211

A BIBLE STORY

David and Goliath

I SAMUEL XVII–XVIII

Now the Philistines gathered together their armies to battle, and stood on a mountain on the one side, and Saul and the men of Israel stood on a mountain on the other side: and there was a valley between them.

And there went out a champion out of the camp of the Philistines, named Goliath, of Gath, whose height was six cubits and a span. And he had an helmet of brass upon his head, and he was armed with a coat of mail; and the weight of the coat was five thousand shekels of brass. . . . He stood and cried unto the armies of Israel, and said unto them, Why are ye come out to set your battle in array? Choose you a man for you, and let him come down to me. If he be able to fight with me, and to kill me, then will we be your servants: but if I prevail against him, and kill him, then shall ye be our servants, and serve us. . . . When Saul and all Israel heard those words of the Philistine, they were dismayed, and greatly afraid.

Now David was the [younger] son of Jesse . . . ; and the three eldest followed Saul. But David went and returned from Saul to feed his father's sheep at Bethlehem. . . . And Jesse said unto David, his son, Take now for thy brethren an ephah of this parched corn, and these ten loaves, and run to the camp to thy brethren . . . and look how thy brethren fare, and take their pledge. . .

And David rose up early in the morning, and left the sheep with a keeper, and went, as Jesse had commanded him; and he came to the trench as the host



was going forth to the fight, and shouted for battle. . . . And David . . . ran into the army, and came and saluted his brethren. And as he talked with them, behold, there came up the champion, the Philistine of Gath, Goliath by name, out of the armies of the Philistines, and spake according to the same words: and David heard them.

And all the men of Israel, when they saw the man, fled from him, and were sore afraid. . . . And David spake to the men that stood by him, saying, What shall be done to the man that killeth this Philistine, and taketh away the reproach from Israel? . . . And the people answered him after this manner, saying, . . . The man who killeth him, the king will enrich him with great riches, and will give him his daughter, and make his father's house free in Israel. . . . And David turned him toward another and spake after the same manner. . . . And when the words were heard which David spake, they rehearsed them before Saul: and he sent for him.

And David said to Saul, Thy servant will go and fight with this Philistine. And Saul said to David, Thou art not able to go against this Philistine to fight with him; for thou art but a youth, and he a man of war from his youth. And David said unto Saul, Thy servant kept his father's sheep, and there came a lion . . . and took a lamb out of the flock: and I went out after him, and smote him, and delivered it out of his mouth: and when he arose against me . . . I smote him, and slew him. . . . The Lord that delivered me out of the paw of the lion, and out of the paw of the bear, he will deliver me out of the hand of this Philistine. And Saul said unto David, Go, and the Lord be with thee.

And Saul armed David with his armour, and he put an helmet of brass upon his head; also he armed him

with a coat of mail. . . . And David said unto Saul, I cannot go with these . . . and David put them off him. And he took his staff in his hand, and chose him five smooth stones out of the brook, and put them in a shepherd's bag which he had, even in a scrip; and his sling was in his hand: and he drew near to the Philistine.

And the Philistine came on and drew near unto David; and the man that bare the shield went before him. And when the Philistine looked about and saw David, he disdained him: for he was but a youth, and ruddy, and of a fair countenance. And the Philistine said unto David, Am I a dog, that thou comest to me with staves? . . . Then David said to the Philistine, Thou comest to me with a sword, and with a spear, and with a shield; but I come to thee in the name of the Lord of hosts, the God of the armies of Israel, whom thou hast defied; . . . and I will smite thee, and take thine head from thee. . . . And all this assembly shall know that the Lord saveth not with sword and spear: for the battle is the Lord's, and he will give you into our hands. . . . And David put his hand in his bag, and took thence a stone, and slang it, and smote the Philistine in his forehead, that the stone sank into his forehead; and he fell upon his face to the earth. So David prevailed over the Philistine with a sling and with a stone, and smote the Philistine, and slew him; but there was no sword in the hand of David. . . . And when the Philistines saw their champion was dead, they fled. And the men of Israel and of Judah arose, and shouted, and pursued the Philistines . . . even unto Gath.

Cubit, about 18 inches: the length from the elbow to the end of the middle finger.

Shekel, a [illegible] the ancient Hebrews.

Ep[illegible]



212

TALKING AND WRITING ABOUT THE STORY

Read the story aloud, paragraph by paragraph.

Probably most of you knew the story of David and Goliath before you read it in this book.

Who were the Philistines?

Where did they live?

Who were the Israelites?

Where did they live?

Why were these two tribes at war?

Where were the armies when the story opens?

Tell about the challenge of Goliath.

What did the men of Israel do when they heard the words of the mighty giant Goliath?

What did David ask when he heard the challenge?

Tell about the meeting between Saul and David.

What did David promise Saul to do?

Why did he think he could win the fight?

How was David armed?

Tell about the fight.

Write a short paragraph, making up the story of David's fight with the lion.

213

PLAYING THE STORY OF DAVID AND GOLIATH

Act the story in five scenes.

The first paragraph gives you the setting of the story or the place where it occurred.

How will you represent this in the classroom?

The first scene presents the challenge of Goliath.

Who are the characters in this scene?

Make up the conversation of two or three of the Israelites, showing their fear of Goliath.

Get the second scene from the third paragraph.

Let the third scene present David's arrival at the camp, and Goliath's second challenge.

The fourth scene is between Saul and David.

The fifth scene presents the contest between David and Goliath, resulting in David's triumph.

214

A POEM

IT COULDN'T BE DONE

Somebody said that it couldn't be done,
But he with a chuckle replied
That maybe "It couldn't," but he would be one
Who wouldn't say so till he'd tried.
So he buckled right in with the trace of a grin
On his face. If he worried, he hid it.
He started to sing as he tackled the thing
That couldn't be done, and he did it.

Somebody scoffed: "Oh, you'll never do that;
At least no one ever has done it."
But he took off his coat and he took off his hat,
And the first thing we knew he'd begun it.
With a lift of his chin and a bit of a grin,
Without any doubting or quiddit,
He started to sing as he tackled the thing
[redacted] done, and he did it.

There are thousands to tell you it cannot be done;
  There are thousands to prophesy failure;
There are thousands to point out to you one by one
  The dangers that wait to assail you.
But just buckle in with a bit of a grin;
  Just take off your coat and go to it;
Just start in to sing as you tackle the thing
  That "cannot be done," and you'll do it.

—*Edgar A. Guest.*

From *The Path to Home*, copyrighted 1919, by The Reilly & Lee Co.

Read the poem aloud in turn, stanza by stanza. What is the advice the poet gives you? Read again the last two lines of each stanza of the poem.

Learn the entire poem by heart. Why is it worth committing to memory?

215

SPEAKING ENDINGS CORRECTLY

HEIGHT

With what letter does the word *height* end?

In the following sentences what words end with the same letter?

1. The boys saw a large airplane hovering at a great height over the city.
2. The aviator fell at night within the enemy's lines.
3. When a searchlight is thrown upon the American flag, the colors seem wonderfully bright and clear.

Write these words on paper.

Now read them aloud, pairing each one with *height*, thus:

height.....night

Write down as many words that rime with *height* as you can think of in five minutes. All the words must end with *t* or the sound of *t*.

Read the lists aloud in turn, listening carefully for the ending of each word.

216

REVIEWING VERBS

Make two lists of the verbs in the following selection.

In the first list put the verbs which express action.

In the second list put the verbs which do not express action.

THE ESCAPE

It was very cold. As the tide ran out, the schooner settled more and more on her beam ends. I scrambled forward and looked over. Then I held the hawser in both hands for security, and dropped softly overboard. The water scarcely reached my waist. The sand was firm. I waded ashore in great spirits. Then I looked back and saw the Hispaniola lie over on her side, and her mainsail trail wide upon the surface of the bay. About the same time the sun went fairly down, and the breeze whistled low in the dusk among the tossing pines. At last, I was off the sea.

—*R. L. Stevenson—Adapted.*



217

TROUBLESOME VERB FORMS

Present	*Past*	*Complete* (*have, has, had*)
drive	drove	driven
ride	rode	ridden
blow	blew	blown
choose	chose	chosen
eat	ate	eaten
throw	threw	thrown
break	broke	broken
come	came	come
draw	drew	drawn
burst	burst	burst
hurt	hurt	hurt
teach	taught	taught
buy	bought	bought

Which form of the verb never has a helper?

Which form needs help? What words help it? What do you call a verb form that consists of a group of words?

Write sentences using the different forms of the verbs. Read your sentences to the class.

Practice saying:

I drove—	I have driven—
The wind blew—	The wind has blown—
He chose—	He has chosen—

and so on, until your ear is thoroughly trained to the sound. Then you will never speak these verb forms incorrectly.

218

USING VERB PHRASES

Select the verb phrases in the sentences that follow.

1. The great problem is solved at last. The air, as well as the earth and ocean, has been conquered. It will become a common and convenient highway for mankind. The Atlantic has been crossed in a balloon. The feat was performed without great danger.

   —*Edgar Allan Poe—Adapted.*

2. A good tree cannot bring forth evil fruit.
3. One by one, the hours are passing.
4. Do not put off until to-morrow what should be done to-day.
5. Mary, Mary, quite contrary,
   How does your garden grow?
6. One step and then another,
   And the longest walk is ended.
7. To-day the vessel shall be launched!
8. What are the pine trees whispering?

The following words help verbs to make verb phrases.

am	have	may	might	shall	do
be	has	can	could	will	does
is	had	must	would		did
are			should		
was					
were					
been					

Copy the following sentences, filling the blanks with verb phrases. In the first blank in each sentence use one of the words in the list.



1. The birds —— —— south for the winter.
2. They —— —— in the spring.
3. The robins —— —— their nest in the maple tree.
4. You —— not —— the eggs from the nest.
5. —— you —— the story about the fox and the grapes?
6. The fox —— —— along a road.
7. The grapes —— —— high above his head.
8. He —— not —— them.
9. What —— the fox ——?

219

BUILDING A VOCABULARY

A Corn Roast

Have you ever —— in a corn roast? I do not mean a city imitation corn roast, with cordwood —— at a coal and wood supply depot, and corn —— at a corner grocery, but a genuine country affair!

In the first place it should be impromptu, suggested by a touch of frost in the late August or early September air. Runners are —— around to —— the choice spirits of the coming fun. Larders are —— of butter and salt. Automobiles are ——, and then the sport —— in earnest, just long enough before dark for the remaining preparations. On the way to the woods the fairest looking cornfield is ——, the farmer ——, and, if he —— to be good-natured, the boys and girls themselves —— the corn. It —— all the sweeter for their labors.

Laden with the provisions for the feast, the merry crowd —— on to a favorably located bit of woodland. The organizers of the expedition —— the party into two groups. One of these —— for kindling and heavy

wood, which they —— with the axes —— for the purpose. The other —— long, stiff branches of saplings which they —— at the end, one apiece for the boys and girls. These labors over, they —— about at a respectful distance from the roaring pile and —— stories until the bright flames have —— down and a glowing bed of hot coals ——.

Then, with their ears of corn firmly —— upon the long, sharpened sticks, the jolly party —— the fire and amid shrieks of laughter —— the corn to a luscious brown. Butter and salt —— the process. Can you —— greater fun than this?

Fill in the blanks with verbs selected from the following list.

drive	shorn	selected	purchased
complete	chop	remains	forages
sharpen	pick	bought	interviewed
sent	surrounds	begins	gather
imagine	divide	fastened	commissioned
tastes	notify	happens	cuts
roast	shared	died	make
tell	brought		

Are any of the words in this list new to you? Read again the sentences in which you have used them. What other words might you substitute for them. Write other sentences containing these new words.

220

STUDYING THE PARAGRAPH THOUGHT

Study the steps by which the account of a corn roast has been made clear to you. You can do this by

getting the thought of each of the four paragraphs. You will find that they tell about:

1. A real country corn roast.
2. The preparations before going to the woods.
3. The making of the fire in the woods.
4. The roasting and eating of the corn.

In a similar way, plan to tell how to arrange and carry out one of the following:

1. A Halloween Party.
2. A Christmas Eve Party.
3. A Summer Picnic.
4. A Straw Ride.
5. A Barn Dance.

221

A STORY TO FINISH

John and I fitted a small mast and rigged a sail in our rowboat. Then we went out on the lake to try it. Everything went well until a strong wind sprang up. "A storm is coming," I cried. "Make for the shore." But——.

Some one may finish the sentence. Some one else may continue by making a new sentence that carries the story on. In this way the class may finish the story. One of you may write the sentences on the blackboard as they are made. When the story is completed, read it from beginning to end.

Give the story a title. Leave a blank line between the title and the story.

222

ASKING QUESTIONS ABOUT PICTURES



A little boy six years old saw these two pictures. He wanted to know all about them. Here are some of the questions he asked his ten-year-old brother.

Who are they?

Why are they standing there?

What are they looking at?

Where is the man who rode the other horse?

Is the man in the other picture the one who was lost?

What other questions might he ask?

Now pretend that you are the ten-year-old brother or sister of the little boy, and tell the story you see in

these two pictures. Try to answer all the questions the little boy might ask.

The class may vote for the best story.



223

GIVING REASONS

Answer each of the following questions.

1. Why do you come to school?
2. Why do you feed your dog?
3. Why do you help your mother?
4. Why do you keep yourself clean and neat?
5. Why do you go to the playground?

In answering the questions use the form, "*I come to school because* —— "

In each of your answers you gave your reason for doing something. Sometimes you may want to give reasons why somebody else should do something. For instance, you may want to:

1. Tell a boy (or girl) who is often absent why he should come to school every day.
2. Tell a boy who neglects his dog why he should feed it.

3. Tell a boy (or girl) who refuses to run errands why he should help his mother.
4. Tell an untidy boy (or girl) why he should be neat and clean.
5. Tell a boy (or girl) who always refuses to play why he should go to the playground.

Think of one good reason that you may give the boy or girl in each case. Use the form, "*You should come to school every day because* ——."

Tell your reason to the class. With the help of your teacher they will discuss it with you.

If you can think of other reasons, you may give them.

224

WRITING FROM MEMORY

The cause of America is the cause of mankind.
We fight not to enslave but to set a country free.
We fight to make room upon the earth for honest men to live in.

—*Thomas Paine.*

From *Common Sense.*

Thomas Paine was an American patriot at the time of the Revolutionary War. What he said then about that war might be said of the great World War.

Learn these sentences by heart, one by one.

Notice the mark at the end of each sentence. Now close your books and write these sentences from memory. Open your books and correct your mistakes.

Repeat these sentences, one by one, around the cla[illegible]



225

LEARNING PARTS OF SPEECH

ADJECTIVES

The noun and the verb are the most important parts of speech. Some of the other parts of speech serve the nouns and verbs.

The other day we were talking about the kind of boys and girls that we like best.

"I like a *brave* boy," said Archie.

"I want a *straight-forward* boy for my friend," said Dick.

"I like a *good-natured* and *trustworthy* girl," said Amy.

Notice that the words in italics serve the nouns. They *describe* the boy or girl.

A word that serves a noun or pronoun is called an *adjective.*

Tell the kind of boy or girl that you like.

Make a list of the adjectives that describe your best friend in the school. Read the list aloud to see if the rest of the class can guess the name of the boy or girl you describe.

Make a list of the adjectives that describe:

1. Your favorite flower.
2. A pet animal.
3. The flag.
4. A room you like.
5. Your favorite book.
6. Any building.

Copy the following list of nouns, putting before each one an adjective chosen from the list. Be sure that the adjective suits the noun.

Adjectives	*Nouns*
difficult	flowers
courageous	building
wild	flag
interesting	mistake
ten-story	holiday
pleasant	spelling
successful	animals
cultivated	game
national	book
correct	soldiers

Write sentences containing the different combinations of noun and adjective that you have formed. Read your sentences to the class.

The adjective serves the noun.

226

THE WORK OF ADJECTIVES

Each of the following expressions gives you a definite picture.

A *straight* road	A *winding* road
A *broad* road	A *narrow* road
A *level* road	A *steep* road
A *smooth* road	A *stony* road
A *shady* road	A *sunny* road

Think of a *road.* Now think of a *stony* road. How is your first idea changed by the word *stony?* How is it changed by the words *shady, winding, steep?*

Read the ten adjectives that describe the road. You will find that each time a different adjective is

used, you have a different picture of the road. In other words, your picture of it is changed or *modified.* For this reason, the adjectives are said to *modify* the noun *road.*

You will often use this word *modify* in your study of the parts of speech.

A word *modifies* another when it *changes* or *limits* the meaning of the word that it serves.

For each of the following nouns write a list of adjectives that may modify its meaning. Follow each adjective by the noun that it modifies, as in the exercise above.

journey	battle
story	animal
fire	game
house	invention
city	lesson

227

THE PLACE OF ADJECTIVES

Adjectives do not always stand before the nouns that they modify. Often they follow them, as in these sentences.

A scout is trustworthy.
A scout is loyal.
A scout is helpful.
A scout is friendly.
A scout is courteous.
A scout is kind.

A scout is obedient.
A scout is cheerful.
A scout is thrifty.
A scout is brave.
A scout is clean.
A scout is reverent.

Name all of the adjectives which describe a scout.

Can you add any adjectives to this list?

What little word *stands before* the word scout in every sentence?

This word has a twin sister, *an*, and a brother, *the*.

The, *a*, and *an* are adjectives because they *limit* the noun so that it means one thing or a particular thing.

Write similar sentences, using an adjective to describe each of the following. Do not use the same adjective twice. Use *a*, *an*, or *the* before the noun.

lion	soldier
fox	diamond
rabbit	storm
wolf	tree
elephant	song

An adjective is a word that modifies or limits a noun or pronoun.

The adjectives *a*, *an*, and *the* are also called articles.

228

USING ADJECTIVES

In the story that follows put an adjective into each space. Be sure that the adjective you use helps the story.



Why the Robin's Breast Is Red

I will tell you why the robin has a —— breast. Long ago, the —— bear owned all of the northern country. But one day a —— man and a —— boy came to this country. The robin was —— to see them, but the bear said, "I hope they will freeze."

One night the man was sick, and the —— boy was so —— that he let the fire go almost out. The bear was ——, but the robin was very ——. He flew off and got some twigs and kept the fire burning.

In the morning the man was ——, but the robin's breast was burnt by the fire. Ever since that time it has been ——.

229

BUILDING A VOCABULARY

The Wonderful Lamp

Once upon a time, a poor boy named Aladdin had a singular lamp. It was a very shabby lamp, and neither Aladdin nor his good mother gave it a thought. But one day there was nothing to eat in the house, and the hungry boy decided to sell the old lamp. He thought if it were clean and bright he might get a better price for it. So he began to rub it with a ragged cloth.

At the first touch, a genie sprang up. "What do you want, little man? I am your obedient slave," he said. The frightened boy just managed to stammer out that he wanted something to eat. Instantly the genie held in his hands a golden tray covered with a dainty napkin. On it was delicious food served in silver dishes.

That was but the beginning of Aladdin's good fortune. Whenever he wanted anything, he had but to

rub his wonderful lamp, and his powerful servant came to greet his wish. He became immensely rich. He married the Sultan's beautiful daughter, and they lived in a magnificent palace. You may be sure that Aladdin always took good care of his precious lamp.

In this story find all of the adjectives. Write them in a list, and follow each adjective by the noun that it modifies.

Write a second list in which you substitute for each adjective another one that might be used in its place without changing the story. The class may work together in doing this, and the lists may be written on the board.

Read the story again, substituting the new adjectives for the original ones.

230

STUDYING THE PARAGRAPH THOUGHT

How many paragraphs are there in the story, *The Wonderful Lamp*. Each paragraph tells one part of the story. What does the first part tell? the second? the third?

Make an outline like that on page 231, showing the steps by which the story is told.

231

SPEAKING WORDS CLEARLY

Divide the words in the following list into syllables. Count the syllables in each word. Read each word by syllables.

history
geography
comfortably
library

Now read the following sentences, taking care to speak every syllable.

1. We have a history and a geography lesson every day.
2. We are comfortably warm in our schoolroom all winter long.
3. I get a book out of the Public Library every Saturday.
4. How many books have you in your own library?
5. My history lesson to-day was about Columbus.
6. I looked on the map of France in my geography to find Verdun.
7. Jack settled himself comfortably in the big chair to read *Huckleberry Finn.*

Make sentences around the class, using the four words in the lesson.

Be sure to speak every syllable of the words clearly.

232

REVIEWING THE COMMA

NOUNS OF ADDRESS

Ladybird, ladybird, fly away home,
Your house is on fire, your children will burn.

Rain, rain, go away,
Come again another day.

To whom is the first jingle addressed? the second? What mark is placed after the name of the person or thing addressed?

Copy the following sentences, putting a comma between the name of the person or thing addressed and the rest of the sentence.

1. Then he said to Hiawatha,
   "Go my son into the forest."

2. And the birds sang round him, o'er him,
   "Do not shoot us Hiawatha."

3. Give me of your bark O Birch Tree,
   Of your yellow bark O Birch Tree.

4. Give me of your boughs O Cedar,
   Of your strong and pliant branches.

5. Give me of your quills O Hedgehog,
   All your quills O Kagh the Hedgehog.

6. O my little friend the squirrel
   Bravely have you toiled to help me.

233

A STORY TO PLAY

Roland and Oliver

Dear to the heart of the emperor, Charles the Great, of France was Roland, his nephew. And dear to the heart of Roland was his trusted comrade, Oliver. Now the emperor, having laid waste the land of Spain,

was riding with a goodly company toward the pleasant fields of France. But Roland and Oliver he left with the rear-guard in the mountain passes of Spain.

This pleased Ganelon, Roland's stepfather, for he had set his heart on destroying Roland, the great emperor's right arm in battle. With the Saracen leaders he plotted to wipe out the brave little band that held the mountain passes.

So it came to pass that when Oliver went up into a high place and looked away to the right, across a grassy valley, he saw the host of the heathen coming on, and cried aloud to Roland, his comrade, saying, "From the side of Spain, I behold a great tumult—thousands of white hauberks and gleaming helms. Ganelon, the traitor, has brought this evil upon us."

"Peace, Oliver," said Count Roland; "he is my mother's husband. Speak not ill of him."

Oliver looked again, and saw from the height a great multitude of banners flying. He was all astonished at the sight, and hastened, breathless, down the hill until he came to the Franks. "I have seen the pagans," he said. "Never was so great a host of living men. Ye lords of France, may God give you courage! Stand firm, that we be not overcome!"

"Evil befall him who flees!" then said the Franks. "Death may be our lot, but we will never fail thee."

"Great is the host of the heathen," said Oliver; "and we are but a handful. Roland, dear comrade, I pray thee sound thy horn of ivory. Haply Charles may hear it and return with all his host."

"That were but folly," quoth Roland. "Rather will I strike good blows and great, with Durendal, my faithful sword. Woe to the paynims who come into these passes!"

"Roland, comrade, blow now thy horn of ivory; and Charles shall hear it, and bring hither his army again; and the king and his barons shall help us!"

But Roland answered him, saying, "Now God forbid that I should bring shame upon my kinsmen, or that through me dishonor should befall sweet France. The paynims have gathered their hosts to their own hurt this day. Nothing shall save them!"

"Roland, my comrade, blow thy horn of ivory, that Charles may hear it as he passes the mountains, and return hither!"

But Roland answered him yet again, "It shall not be said of any living man that I sounded my horn for dread of paynims. My kinsmen shall never be called upon to bear that reproach. But I will deal deadly blows upon them with my good sword Durendal. And my men will lay on right valiantly."

Said Oliver, "Of what shame dost thou speak? The plains and valleys are covered with the hosts of the enemy, and we are but a feeble company."

And Roland made answer, "For that cause is my desire the greater. Rather would I die than suffer dishonor. The emperor loves us because we strike hard."

Then Oliver cried aloud, "Roland, prithee look! They are close upon us, but Charles is far off! Blow, I pray thee, thy horn of ivory. He may yet turn and help us!"

But the brave Roland answered him, "My Oliver, speak not in cowardly fashion. Our good right arms shall deal deadly blows!"

And when Roland saw that the heathen pressed close upon them, he waxed fiercer than lion or leopard; and to O[redacted] "Comrade, friend, for his king

and people, a man ought to suffer every hardship, and give his body gladly. Lay on with thy lance; and I will smite with Durendal, my good sword that my uncle, the emperor, gave me. If I die here, may he who shall wield it after me say, 'This was the sword of a brave fighter.' The enemy is upon us! Lay on!"

From *The Song of Roland.*

Act out the story.

How will you set your stage?

Where will you begin your play?

Who are the speakers?

How will you represent the Franks?

When Roland and Oliver leave the stage, where do they go? How can you suggest this in acting the scene?

234

LEARNING TO COPY

Whittier wrote the following lines while hearing the bells ring in celebration of the abolition of slavery. Copy them.

It is done!
Clang of bell and roar of gun
Send the tidings up and down
How the belfries rock and reel!
How the great guns, peal on peal,
Fling the joy from town to town!

Ring and swing,
Bells of joy! On morning's wing
Send the song of praise abroad!
With a sound of broken chains
Tell the nations that He reigns,
Who alone is Lord and God! —*J.G. Whittier.*

235

USING THE VOICE

F

1. Take the deep breathing exercise.
2. Be sure to follow the directions that are given on page 26.
3. Repeat the exercise ten times.
4. Now say *fine, five, found.*
5. Notice the position of your lower lip and upper teeth in making this sound.
6. Breathe in gently and deeply.
7. Breathe out, forming the sound of *f*.
8. Notice that this sound is made by blowing between the teeth and lower lip.

Repeat the following words after your teacher, breathing correctly each time:

four	forty	frame	offer
five	fine	from	fortify
fifteen	few	follow	belfry

236

A GAME

Write down all the words containing the sound of *f* that you can think of in five minutes. Read your words aloud clearly, and say carefully all the sounds in them that you have learned to speak correctly. The one who has thought of the greatest number of words in the five minutes and who reads them without making a mistake wins the game.



Read aloud these sentences.

1. My dog Frisk fled from his foe, Farmer Fowler's Newfoundland, whose name was Frank.
2. Fairy folk frolic in the fresh, green forest.
3. I found a few peacock's feathers in the field.

Remember that you are learning to speak ounds, not letters. You have found that the sound ä—o͞o belongs to *ou* and *ow*. The sound of *f* we find sometimes spelled with *ph* and *gh*.

Look at these words:

geogra*phy* (fy)	photogra*ph* (f)
drau*ght* (ft)	telegra*ph* (f)
lau*ghed* (ft)	tele*ph*one (f)

See how many words with the sound of *f* spelled with *gh* or *ph* you can find in the poems or stories in your book.

237

FOR READING

WHITE BUTTERFLIES

Fly, white butterflies, out to sea,
Frail, pale wings for the wind to try,
Small white wings that we scarce can see,
Fly!

Some fly light as a laugh of glee,
Some fly soft as a long, low sigh,
All to the haven where each would be,
Fly!

—*Algernon Charles Swinburne.*

Notice the words in this poem that contain the sound of *f*. Do not forget that this sound is sometimes spelled *gh*.

Read aloud the words with this sound. Your classmates will tell you if you leave out any.

Have you ever seen white butterflies? Do you get the thought of the poem?

Some one may tell what the poet says in the first stanza. Some one else may tell the thought of the second stanza.

Read the poem silently again to be sure that you can give the poet's message, through your voice, to your classmates and teacher.

Read it aloud clearly and carefully. What other sounds that you have practiced do you find in the poem?

238

LEARNING PARTS OF SPEECH

ADVERBS

The American soldiers advanced *cheerfully.*
The American soldiers advanced *steadily.*
The American soldiers advanced *rapidly.*
The American soldiers advanced *promptly.*

Read all the words which tell *how* the American soldiers advanced. These words serve the verb. They change or *modify* your idea of the manner in which the soldiers advanced.

Because these words modify a verb, they are called *adverbs.*

What question do the adverbs in the above sentences answer? Some adverbs answer other questions.

The train arrived *early.*
The train arrived *immediately.*

What question do the adverbs *early* and *immediately* answer?

The boys walked *here.*
The boys walked *behind.*

What question do the adverbs *here* and *behind* answer?

Most adverbs answer the questions, How? When? or Where?

Tell which of the above questions is answered by the adverb in each of the following sentences.

1. I am going *away.*
2. The stream flows *swiftly.*
3. I shall return *soon.*
4. He read *silently.*
5. They will come *later.*
6. The boys traveled *far.*
7. They came *yesterday.*
8. The children laughed *merrily.*
9. Shall I do it *now*?
10. *Everywhere* I saw signs of the storm.

The adverb serves the verb.

Read the stanza on page 197.
What are the names of the six *honest serving men?*
Which ones belong to the adverb family?
What is the name of their master?

239

USING ADVERBS

Name all the verbs in the following sentence.

The horse neighed, the mountain lion roared, the wolf howled, the serpent hissed, and the buffalo bellowed.

Now write these facts as separate sentences, adding to each verb an adverb that tells *how*. Do not use the same adverb twice. Thus:

The horse neighed ——.
The mountain lion roared ——.

Copy the following sentences, adding an adverb that tells *when*.

1. They will be here ——.
2. They are —— late.
3. He —— studies his lessons.
4. I —— read books of that kind.
5. Father came home very —— last night.
6. Let us try to get there —— this evening.

Copy the following sentences, adding an adverb that tells *where*.

1. I have looked —— for my hat.
2. Did you hurt yourself when you fell ——?
3. I can go no ——.
4. Why did those boys run ——?
5. Do you know —— you threw your ball.
6. Tom found it and brought it ——.

For each of the following sentences make a list of adverbs that may be used after the verb. You will

see that each adverb you use changes or *modifies* the meaning of the verb.

1. The children sang ——.
2. The wind blew ——.
3. The man walked ——.
4. The boy worked ——.
5. The rain fell ——.

240

OTHER WORK OF ADVERBS

MODIFYING ADVERBS AND ADJECTIVES

He walks *very* fast.

They talk *too* loudly.

What question does the word *fast* answer? What part of speech is it?

To what degree does he walk fast?

To what degree do they talk loudly?

Notice that the word *very* modifies the adverb *fast*, and the word *too* modifies the adverb loudly.

Very and *too* are adverbs. An adverb may modify another adverb.

She was *extremely* pretty.

Frank tried to be *wholly* reasonable.

What parts of speech are *pretty* and *reasonable?*

How do you know?

To what degree was she pretty?

To what degree was Frank reasonable?

Notice that *extremely* modifies the adjective *pretty*, and *wholly* modifies the adjective *reasonable*.

Extremely and *wholly* are adverbs. An adverb may also modify an adjective.

Point out all of the adverbs in the following sentences and tell what they modify.

1. The American soldiers were exceedingly brave.
2. They fought very bravely.
3. The path was dangerously steep.
4. The boys worked very industriously.
5. Their voices are unpleasantly loud.
6. Tom is unusually busy to-day.
7. The man was utterly fearless.
8. I am absolutely certain.

An adverb is a word that modifies a verb, an adjective, or another adverb.

An adverb tells how, when, where, or to what degree.

241

BUILDING A VOCABULARY

The Burning Mine

Early one morning in February, 1859, some miners discovered a fire in the mine where they worked. They promptly reported the fact to the operators of the mine. Efforts were immediately made to put out the fire, but they were wholly unsuccessful. That fire is still burning. For several years it apparently made little progress. But since 1900 it has been burning very fiercely. It is steadily eating up millions of tons of coal. Men are kept constantly at work fighting the fire. As a result, it does not spread rapidly, but it is an almost hopeless task to try to put it out. Many large cities could be comfortably heated by the coal that is being burned into clinkers in that mine.



Make a list of the adverbs in this exercise. There are thirteen of them. See if you can find them all.

If the adverb modifies a verb, write the verb *before* it. If it modifies an adjective or an adverb, write the adjective or adverb *after* it. Tell whether the adverb shows *how*, *when*, *where*, or *to what degree*.

Write other sentences, using in them these adverbs.

242

A STORY

Heroes of Fire

Thirteen years have passed since, but it is all to me as if it had happened yesterday,—the clanging of the fire bells, the hoarse shouts of the firemen, the wild rush and terror of the streets; then the great hush that fell upon the crowd; the sea of upturned faces with the fire glow upon them; and up there, against the background of smoke that poured from roof and attic, the boy clinging to the narrow ledge, so far up that it seemed humanly impossible that help could ever come.

But even then it was coming. Up from the street, while the crew of the truck company was laboring with the heavy extension ladder that at its longest stretch was many feet too short, crept four men upon long, slender poles with cross-bars, iron-hooked at the end. Standing in one window, they reached up and thrust the hook through the next one above, then mounted a story higher. Again the crash of glass, and again the dizzy ascent! Straight up the wall they crept, looking like human flies on the ceiling, and clinging as close, never resting, reaching one recess only to set out for the next; nearer and nearer in the

race for life, until but a single span separated the foremost man from the boy. And now the iron hook fell at his feet, and the fireman stood upon the step with the rescued lad in his arms, just as the pent-up flames burst from the attic window, reaching with impatient fury for its prey. The next moment they were safe upon the great ladder waiting to receive them below.

Then such a shout went up! Men fell on each other's necks and cried and laughed at once. The boy and his rescuer were carried across the street, without anyone's knowing how. Policemen forgot their dignity and shouted with the rest. Fire, peril, terror, and loss were alike forgotten in the one touch of nature that makes the whole world kin.

—*Jacob Riis.*

From *The Century*, February, 1898.

Tell the story of the boy's rescue.

How many of you have ever seen a fire? How did it start? How was it put out?

What fire protection has your home?

How is your school protected from fire?

How often do you have fire drills?

What is the signal for a fire drill?

How long does it take to empty the building?

Describe the fire department of your town or city.

How can you help to prevent fire?

When you read the story about the burning mine, you no doubt wondered how the fire started. Nobody knows. It is believed that some one carelessly threw a lighted match into a heap of rubbish. As a result, millions of tons of coal have been wasted.



243

LEARNING TO COPY

Safety Rules

Most disasters are the result of carelessness or ignorance. Here are some safety rules to be observed where electricity is used. Copy them.

1. Do not touch wires, rails, or anything else which may be charged with electricity.
2. Never leave an electric device for a moment without making sure that the current is turned off.
3. Never use electric light bulbs for warming beds or drying clothes.

Write safety rules for any one of the following:

Rubbish	Matches
Gasoline	Lamps
Gas	Furnaces
Open fires	Camp fires

244

A STORY TO FINISH

Jip was only a puppy, but he loved a fight. One day he heard loud barking in the street. Out he ran to see what was the matter. After a while he came back looking utterly dejected. Then I made him sit up and tell me all about it.

Write out the story Jip told his master.

Did Jip love a fight as much as ever after this experience? What lesson do you think he had learned?

Tell the story that the other dog might have told his master.

Do you think he learned his lesson, too?

245

TALKING ABOUT A POEM

A Spring Song

I

When the meadow grass grows green
  At the touch of Spring,
Little flower-folk are seen
  Dancing in a ring.
For it is their yearly meeting,
For it is their time of greeting
    To the May.
    Colors gay
  Glance and gleam,
And their tiny faces beam,
As they trip their roundelay,
Singing welcome to the May.

II

When their twinkling feet grow weary
  With the frolic dance,
Then they talk of long months dreary
  When they had no chance,—
Had no chance at all for playing,
Had no chance to go a-Maying,
    But must sleep
    And never peep,
Till called back to life and laughter
By the Spring,—a long time after.

III

Buttercups and daisies pied,
How they with each other vied!
Violets and bluets too,
And forget-me-nots so true.
All of these and many more
Told their tales as oft before.
Told their tales and near the ending
Paused before this message sending,—
"O, Springtime dear, we're here, we're here,
We've left our homes so dark and drear.
We've come to stay,
To romp and play,
All the long glad days of May."

—*S. E. Simons.*

Read the poem through silently.

What wakes the flowers after the cold winter has passed?

What makes the flowers seem to frolic?

What makes the flowers look as if they were dancing?

Name the flowers told about in the poem. Which ones do you know?

Name other spring flowers.

What spring flowers do you find in the woods near your home?

What are the early spring flowers that you see in the parks of a city?

How many of you have gardens?

How many of you have planted seeds?

Tell the story of how the little seeds you plant burst into life in the springtime.

246

LEARNING ABOUT PHRASES

Men *of courage* performed great deeds *during the World War.*

The aviators *of the Allies* did wonderful work.

George Guynemer was an aviator *of France.*

He often started *in the early morning* and flew *with great speed over the German lines.*

What men performed great deeds?
When did they perform great deeds?
What aviators did wonderful work?

Of what country was George Guynemer an aviator?
When did he often start?
How did he fly?
Where did he fly?

1. Notice that you have answered each question by using a group of words. Each of these groups answers one question and is used as a part of speech. A group of words used as a part of speech is called a *phrase,* Notice that the phrase has neither subject nor predicate.
2. What word does the phrase *of courage* modify? What part of speech is it? What single word could you use instead of the phrase *of courage?* Tell how the phrases *of the Allies* and *of France* are used. What single word could you use in the place of each of these phrases? As what part of speech are these three phrases used?



3. What question does the phrase *during the World War* answer? As what part of speech is it used?

Tell what question is answered by each of the following phrases:

1. in the early morning
2. with great speed
3. over the German lines

What word is modified by the first of these phrases? by the second and third? What is the name of the part of speech that modifies a verb?

A phrase is a group of words used as one word and having neither subject nor predicate.

A phrase may be used as an adjective or an adverb.

247

USING PHRASES

In the following verses finish each incomplete line by adding a phrase. Tell whether the phrase is used as an adjective or adverb. Be sure that the last word of the phrase rimes with the last word of the next line.

There was a monkey climbed ——,
When he fell down, then down fell he.

There was a crow sat ——,
When he was gone, then there was none.

There was a horse going ——,
When he went on, he stood not still.

Copy the following rime, underlining the phrases.

When the wind is in the east,
'Tis neither good for man nor beast;
When the wind is in the north,
The skilful fisher goes not forth;
When the wind is in the south,
It blows the bait in the fishes' mouth;
When the wind is in the west,
Then 'tis at the very best.

—*Old Rime.*

Write sentences in which the phrases that follow modify nouns.

1. with the red cover
2. in the blue dress
3. on the river
4. under the tree
5. by the gate

Write sentences in which the phrases that follow modify verbs.

1. to the woods
2. over the fence
3. through the window
4. across the street
5. into the waste basket

248

FINDING PHRASES

In the following story find all of the phrases. Tell whether they are adjective or adverb phrases. Remember that a phrase is an adjective when it modifies a

noun, and an adverb when it modifies a verb. To decide whether a phrase is an adjective or adverb, therefore, it is necessary to find the word that it modifies.

HERCULES AND THE DRIVER

A man was driving a heavy load over a bad road. After a time, he came to a place where the wheels of the wagon sank half way into the mud. He at once jumped from the wagon, and kneeling, prayed to Hercules for help in his difficulty. Hercules answered, "Put your shoulder to the wheel and help yourself."

249

GIVING REASONS

Select one of the following to talk about.

1. Tell a boy who always wants others to help him why he should do things for himself.
2. Tell a boy who spends all his pennies why he should buy Thrift Stamps.
3. Tell a girl who frequently comes late to school why she should come early.
4. Tell why a boy or girl should have a garden.
5. A robin tells a boy why he should not take the eggs from her nest.
6. A cat tells a mouse why he must not let her go.
7. A horse tells his master why he should treat him kindly.
8. A polar bear at the zoo tells why he should not be kept in captivity.

Give three good reasons in your talk.

Write a paragraph, giving your reasons.

Make a good beginning and a good ending sentence. What must each sentence in your paragraph do?

250

FINDING A STORY IN A PICTURE



This Red Cross dog has found a soldier who has been wounded. With the soldier's hat in his mouth, he is returning to the stretcher-bearers. Tell the story.

Give names to the dog and the man. Give the picture a title.

Write a paragraph telling a story about the picture. Exchange paragraphs and read the stories aloud.

251

USING THE VOICE

v

You will remember that *th* (aspirate) in *think*, and *th* (vocal) in *that*, we called twin brothers who look

exactly alike but have different voices. *Th* (vocal) is like *th* (aspirate) with a throat sound added.

Here is another pair of cousins, *f* and *v*.

1. Take your breathing exercise, standing in the correct position.
2. Rest your upper teeth lightly against your lower lip as you do in making the sound of *f*.
3. Now say *voice, very, vain.*
4. Put your finger on your throat when you make the sound of *v* in *voice.*
5. *V* is like *f* with a throat sound added.

Repeat the following pairs of words after your teacher, resting your fingers lightly on your throat:

frost	vase	fist	view
fruit	vest	fine	vast

Notice that when you say *v*, the muscles of the throat move, in making the throat sound. They do not move when you make the *f* sound. The throat murmur is added to the *f* to make the *v* sound.

Read these sentences aloud.

1. A very vicious dog bit the boy.
2. The foreign visitors reverently viewed the tomb of Washington at Mount Vernon.
3. Violets grew everywhere in the peaceful valley.

See how many words containing the *v* sound you can find in the poems and stories in your book.

252

FOR READING

An Aeroplane Flight

The aeroplane rose on its wings and flew
Toward the vaulted stretch of vivid blue!
It veered and dipped like a thing alive!
Its voice like the distant giant's roar
A-top the beanstalk of fairy-lore;
Its slender frame soon veiled from our eyes
In the vast, mysterious sea of skies.

Do you think that the boy who viewed its flight
From the earth to the boundless dome of light,
Could know that the marvels men contrive—
The visions we see in this wonderful age—
Are very like tales from a fairy-book page?

—*C. I. Orr.*

Write the words that contain the sound of *v*. Notice that the *f* in *of* has the *v* sound.

If there are any words in your list that you do not understand, your teacher will explain them to you. Perhaps some of them you may look up for yourselves in the dictionary.

Say aloud the words with the *f* sound, watching carefully the position of your upper teeth and lips, as you blow through them to make the sound.

Read aloud the words that contain the sound of *v*. Your classmates will notice whether or not you omit any, or mispronounce any of them.

Now read the poem aloud, slowly and clearly.

In reading the first stanza, where do you pause in the first two lines to give the thought? in the fourth and fifth lines?

Where do you pause in the first two lines of the second stanza?

What other *marvels* of the age you *live* in can you think of?

Remember that in reading poetry the pause does not always come at the end of a line.

253

REVIEWING TROUBLESOME WORDS

Pronounce the words in the following list.

contrary	champion	our	twelfth
hospitable	diamond	catch	something
influence	umpire	children	stomach
across	escape	burst	partner
quantity	again	forehead	pavement

Write a short story upon one of the following topics. Use in your exercise as many of the words in the list as you can.

1. A Lively Game.
2. The Balloon Man.
3. Blowing Soap Bubbles.
4. An Accident.
5. Roller Skating.

Read to the class the story you have written. Be especially careful in pronouncing the words from the list.

254

LEARNING PARTS OF SPEECH

PREPOSITIONS

The book *on* the table is red.
The basket *under* the table contains waste paper.
The chair *near* the table is very comfortable.

Read the phrase in each sentence. What word does each phrase modify? As what part of speech, then, is each phrase used?

Name the noun in each phrase. With what word does the phrase in the first sentence begin? This word shows the relation between the noun *table* and the noun *book*. With what words do the second and third phrases begin? What word, then, shows the relation between *table* and *basket?* between *table* and *chair?*

Flowers grow *in* the garden.
The boy jumped *over* the fence.
The horse galloped *down* the road.

Now read the phrases in these sentences, and tell what words they modify. What part of speech is each of these phrases?

Name the noun in each phrase. With what word does each phrase begin? In the first sentence, this word shows the relation between the noun *garden* and the verb *grow*. What word shows the relation between *fence* and *jumped?* between *road* and *galloped?*

A word which shows the relation between a noun or pronoun and some other word is called a *preposition*.

Here is a list of the prepositions that you use most frequently:

at	in	by	for
to	on	of	from
up	over	before	round
down	under	after	through
with	upon	since	across

Copy the following sentences, putting a preposition into each space.

The airplane started —— the ground —— the monument. It flew —— the city and —— the clouds. Slowly it descended —— its height —— five thousand feet and landed —— the golf course.

A preposition is a word which shows the relation between a noun or pronoun and some other word.

A preposition introduces a phrase.

255

FINDING PREPOSITIONS

Turn to the story of *Hercules and the Driver* on page 261. Tell what preposition begins each of the phrases in this exercise.

Copy the following sentences. Draw a single line under each phrase, and a double line under the preposition that begins the phrase.

1. The old house by the lindens
   Stood silent in the shade.
2. The rabbit lay in the cool shade of the old oak tree.

3. I hear in the chamber above me
   The patter of little feet.
4. On either side the river lie
   Long fields of barley and of rye.
5. How beautiful is the rain
   After the dust and the heat,
   In the broad and fiery street,
   In the narrow lane,
   How beautiful is the rain!
6. I bring fresh showers for the thirsting flowers,
   From the seas and the streams;
   I bear late shade for the leaves when laid
   In their noonday dreams.
7. Good temper sheds brightness over everything.
8. Over the river and through the woods
   To grandfather's house we go.

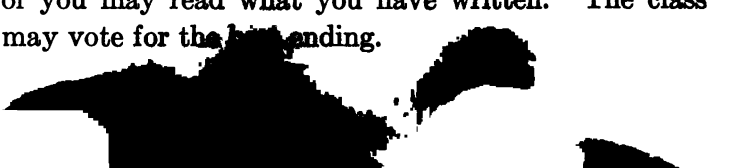
256

A STORY TO FINISH

Hallett's Bear

Hallett awoke suddenly with a feeling that something was wrong. He sat up and gazed about the cabin. Everything was as his father had left it before he went to the village. Yet Hallett stirred uneasily. He slipped out of bed and crept to the door. He opened it, and there, standing directly before him in the bright moonlight, was a huge, lumbering, brown bear. The bear came slowly towards him——.

Write the rest of the story. When you finish, several of you may read what you have written. The class may vote for the best ending.



257

REVIEWING CAPITALS AND MARKS OF PUNCTUATION

during the war of 1812 madison was president in 1814 when the british marched towards the city of washington everyone was afraid that the white house would be attacked george washington parke custis the grandson of martha washington was anxious about the famous picture of george washington so he went from his home at arlington to the white house mrs madison he said what will become of gen washingtons picture if the british take the city mr custis replied mrs madison i promise you that the picture shall be saved

as the british drew near the city president madison rode out with gen armstrong to see how the fighting was going in the afternoon a messenger rode up to the white house crying clear out clear out our troops are retreating in the confusion mrs madison did not forget her promise i will not leave until the picture is safe she said the precious picture was hastily cut out of its frame and put into a wagon with other valuables it was sent to georgetown where it was carefully hid until the british had left the city

What makes the story hard to read? How can you make it easier to read?

You may rewrite the story sentence by sentence, putting in the capital letters and marks of punctuation that are needed. Remember that your object is to make the thought clear.

Read the first paragraph again very carefully. How many sentences are there? Ask yourself the question,

"Does each express a thought completely?" With what kind of letter must each sentence begin? How many of the sentences make statements? What mark must you put after each sentence that makes a statement?

Read the exact words that Martha Washington's grandson used to Mrs. Madison. What marks must you use to show that these are his exact words? What mark should follow the sentence? Why? What mark should separate his exact words from the rest of the sentence?

Read the exact words of Mrs. Madison's reply. Tell what marks are necessary to make the thought clear.

Find the names of particular persons and places in the first paragraph. With what kind of letters should they begin?

Read the abbreviated titles in the first paragraph. With what kind of letters should they begin? By what mark should they be followed?

Read the sentences in the second paragraph. Be sure to begin and end them correctly. When the messenger rode up to the White House, how do you think he felt? What mark will help to show this feeling? Be careful to use the marks necessary to show the exact words of the messenger and of Mrs. Madison.

What proper nouns are in this paragraph? How will you show that they are proper nouns?

Now read the story from your own paper. How many of you find it easier to get the thought?

Remember that punctuation is valuable only when it helps to make the thought clear.

258

TELLING HOW TO DO THINGS

Prepare to talk on one of the following topics. If you care to, you may draw on the blackboard, to make your points clear.

1. How to make a garden.
2. How to care for a garden.
3. How to plow a field.
4. How to plant corn.
5. How to plant potatoes.
6. How to shoe a horse.
7. How to make a nesting box.
8. How to collect and mount butterflies.
9. How to arrange a collection of stamps.
10. How to make a raffia basket.
11. How to make a photograph album.
12. How to make a paper drinking cup.

Write a paragraph on the topic you talked about.

259

BUILDING A VOCABULARY

Hiving Bees

Bees swarm when a young queen hatches, making two queens in one hive. They also swarm when a hive is over-populated. In either case, the old queen

and the old bees leave the hive and fill the air with buzzing bees that soon light on the limb of a tree or a post.

The old-fashioned way of hiving a swarm of bees is very simple. The object on which the queen bee and her followers alight is placed in front of an empty hive. Very soon the bees will crawl into the hive.

The modern way, however, is much easier. A queen trap is kept on each hive through the swarming season, which is from May to July. A queen trap is a cage with holes in it just large enough for the worker bees to go through, but too small for the queen. When the bees swarm, the queen is caught in the trap; the trap is put on an empty hive, and the queen allowed to enter her new home. The bees soon miss her and come back. Finding her satisfied with the new hive, they settle down.

Of course swarming weakens a hive, as it splits it in half. If bees swarm in the first part of the season, they have all summer to gather honey for the winter and bring the colony back to normal size again. But if they swarm in the latter part of the season, they do not have time enough to gather much honey or to form a hive. Hence the old saying:

A swarm of bees in May
Is worth a load of hay.
A swarm of bees in June
Is worth a silver spoon.
A swarm of bees in July
Isn't worth a fly.

—*A Pupil.*

With your teacher's help, find in the dictionary the meanings of the following words:

populated	normal	season
colony	modern	satisfied

Read the sentences in which the words occur.

Now read each sentence again, using instead of the original word the meaning you have found. Be sure that your new words fit.

Make a list of the words. Learn how to spell them.

Tell about the old-fashioned way of hiving bees.

Tell about the modern way.

Which way is better? Why?

1. Write a paragraph about the old way of hiving a swarm.
2. Write a paragraph about the modern way of hiving a swarm.

What must every sentence in the paragraph do?

260

A TRUE STORY

An Odd Place to Swarm

For several years we have kept bees, and we have had a number of unusual experiences with them, especially at the time of swarming.

One day my brother rushed excitedly into the house, saying that one of our strongest hives was swarming. Unless we could hive this queen and her faithful followers quickly in new quarters, we would lose a new colony. It is a well-known fact that, when tin pans are beaten, a swarm is not quite so apt to wander, and usually will light on a tree near by. We hurried for

tin pans, and in a short time the queen thought it best to alight on one of the larger branches of the pine trees in our front yard.

Although my father did not wish to spoil the appearance of the tree, he climbed up and was beginning to saw the limb when he felt something moving on his back. Thinking that he had only imagined it, he continued to saw. Soon, however, his back commenced to feel heavier. Beginning to be annoyed by the mystery, he turned his head. The queen bee had alighted on his coat, and her followers were quickly gathering about her. With the swarm, which was now the size of a water bucket, on his back, father climbed down the tree slowly and carefully, and, as he stretched himself on the grass at the entrance of the hive, the queen and her attendants entered their new home.

—*A Pupil.*

Perhaps some of you know strange stories of bees, ants, spiders, wasps, or other insects.

Tell these stories to your classmates.

261

LEARNING PARTS OF SPEECH

CONJUNCTIONS

1. From my study I see in the lamplight
   Descending the broad hall stair,
   Grave Alice *and* laughing Allegra
   And Edith with golden hair.
2. He whistled *and* sang *and* laughed *and* rolled
   On the grass in the soft June air.
3. The day is cold *and* dark *and* dreary.
4. The frost spirits work silently *but* surely.

Who are the children spoken of in the first sentence? How are their names connected? What part of speech is each of these names?

Name the words in the second sentence that tell what the tramp did. How are these words connected? What part of speech is each of these words?

Name the words that describe the noun *day* in the third sentence. How are these words connected? What part of speech are words which describe nouns?

What question do the words *silently* and *surely* answer? How are these two words connected? What part of speech are words which modify verbs?

Words which connect other words are called *conjunctions.*

Conjunctions may connect nouns, verbs, adjectives, and adverbs.

Find the conjunctions in the following sentences and tell what parts of speech they connect.

1. Northward and seaward
   He points with his hands.
2. Down drop the painted leaves,
   The world lies stripped and wounded, cold and bare.
3. They sailed and sailed as winds might blow.
4. He spoke calmly but firmly.
5. Glorious flag, red, white, and blue,
   Emblem of the brave and true.
6. His clothes were shabby but clean.
7. They reached home tired but happy.
8. Succeed or fail, I mean to try.

9. Tom or Fred will do it for you.
10. He always whistled or sang at his work.

Write other sentences, using *and*, *but*, and *or* to connect two nouns, two verbs, two adjectives, or two adverbs.

262

OTHER WORK OF CONJUNCTIONS

Father had lost his glasses, *so* Ted and I were looking for them.

We looked on his desk *and* under the table.

"I have looked everywhere, *but* I cannot find them," said Ted.

In the first sentence what two statements are made? What word connects these statements?

Read the phrases in the second sentence. What word connects them?

In the third sentence, read the two things Ted said. What word connects his statements?

In these sentences, the conjunctions connect groups of words.

A conjunction is a word that connects words or groups of words.

263

USING CONJUNCTIONS

Here are some of the conjunctions that you use most frequently.

and	because	for	or	although	so	when
as	but	if	nor	unless	since	while

Supply the correct conjunction for each blank in the following sentences.

1. You must work hard —— you wish to succeed.
2. They lost the game —— they had not practiced.
3. The hare was a swift runner, —— the tortoise won the race.
4. I will remain at home —— it is your wish.
5. You will never succeed —— you work harder.
6. They wandered through the woods —— over the hill.
7. Did they go down the road —— across the meadow?
8. He followed directions, —— he had no trouble.

Write other sentences, using conjunctions to connect groups of words.

Name the conjunctions in the following sentences, and tell what groups of words they connect.

1. You will never miss the water until the well runs dry.
2. You may take a horse to water, but you cannot make him drink.
3. Be true to your friends, and they will be true to you.
4. The race is not to the swift nor the battle to the strong.
5. I sift the snow on the mountains below,
   And their great pines groan aghast;
   And all the night 'tis my pillow white,
   While I sleep in the arms of the blast.
6. You cannot keep sunshine from yourselves if you bring it into the lives of others.

7. Keep thy lips from evil, and thy tongue from speaking guile.
8. Men may come and men may go,
   But I go on forever.

264

A POEM

BIRDS' NESTS

The skylark's nest among the grass
  And waving corn is found;
The robin's on a shady bank,
  With oak leaves strewn around.

The wren builds in an ivied thorn,
  Or old and ruined wall;
The mossy nest, so covered in,
  You scarce can see at all.

The martins build their nests of clay
  In rows beneath the eaves;
While silvery lichens, moss, and hair,
  The chaffinch interweaves.

The cuckoo makes no nest at all,
  But through the wood she strays
Until she finds one snug and warm,
  And there her eggs she lays.

The sparrow has a nest of hay
  With feathers warmly lined;
The ring-dove's careless nest of sticks
  On lofty trees we find.

Rooks build together in a wood,
And often disagree;
The owl will build inside a barn
Or in a hollow tree.

Birds build their nests from year to year
According to their kind,—
Some very neat and beautiful,
Some easily designed.

The habits of each little bird,
And all its patient skill,
Are surely taught by God himself
And ordered by His will.

—*Anonymous.*

265

WRITING SENTENCES ABOUT BIRDS

1. Write a sentence about the skylark and the wren, using the conjunction *but.*
2. Write one about the wren's nest, using the conjunction *because.*
3. Write one about the robin and the martin, using the conjunction *but.*
4. Write one about the martin and the chaffinch, using the conjunction *while.*
5. Write one about the cuckoo, using the conjunction *until.*
6. Write one about the sparrow, using the conjunction *and.*
7. Write one about the owl, using the conjunction *or.*

266

LEARNING TO COPY

Copy the following:

For want of a nail the shoe was lost,
For want of a shoe the horse was lost,
For want of a horse the rider was lost,
For want of a rider the battle was lost,
And all for the want of a horseshoe nail.

—*Old Rime.*

267

LEARNING PARTS OF SPEECH

INTERJECTIONS

Hurrah! boys! The circus is coming.
Oh, Mary! Look at the fire.
Alas! I have lost my purse.
Stop! Look! Listen! There is danger ahead.

What feeling is expressed by the words at the beginning of the first sentence? the second? the third? the fourth? Do these words form part of the sentence?

A word used to express joy, surprise, sorrow, fear, or other strong feeling is called an *interjection.*

Name the interjections in the following sentences.

1. Hark, hark! the lark at heaven's gate sings.
2. Lo! when the service was ended, a form appeared in the doorway.
3. They come! the merry summer months of beauty, song, and flowers.
4. Ay! tear her tattered ensign down.

5. Give me of your boughs, O Cedar!
6. Listen!
'Tis my voice you hear, my singing!

The principal interjections are O, oh, ah, alas, ay, hark, hurrah, lo, pshaw.

Nouns, verbs, and other parts of speech, however, may be used as interjections.

268

A STORY

The Eyes in the Peacock's Tail

Jupiter and Juno were king and queen of the gods. They lived in a gilded palace on the top of Mount Olympus.

At the foot of the mountain flowed a beautiful river, which from the mountain looked like a thread of silver in the valley below.

On the bank of the river lived the maiden Io. Jupiter often went down to the shiny river to talk to Io. This made Juno very angry.

One morning, therefore, she went down into the valley to see what Io was doing; but when she came to the river there was no maiden to be seen. There was only a white cow eating the dewy grass.

Juno guessed that Jupiter had changed Io into a cow to deceive her. So she sent Argus to watch the white cow. Argus had one hundred eyes, and Juno thought that all of them could never fall asleep at once. Sometimes the two eyes of a watchman fall asleep; but if two of the eyes of Argus fell asleep, he would still have ninety-eight eyes with which to watch.

Never for a moment did Argus take his eyes off the cow. All day long he watched her feed by the river, and at night he tied a rope around her neck and fastened her to a tree.

Io was very uncomfortable because the hundred eyes were always gazing at her. Jupiter pitied her so much that at last he sent Mercury to set her free. Now, Mercury had been made the messenger of the gods because he traveled so quickly. He very soon came to the beautiful river and sat down near the place where Argus was watching Io.

While he sat there, Mercury began to play softly upon his lyre, and soon the mighty head of Argus began to nod and his eyes began to grow dim. At last, all of the eyes were closed in sleep. Then Mercury drew his sword and slew the sleeping monster, and Jupiter came and changed Io back into a maiden.

Juno was so angry at what Mercury had done that she put the eyes of Argus in the tail of her peacock, and there they remain to this day.

—*Greek Myth.*

269

RE-WRITING THE STORY

You may have five minutes for reading the story silently.

Now you may write the story as you remember it. You may have fifteen minutes for this exercise.

Several of you may read your stories aloud.

Now read the story through silently again. Were the stories of your classmates different from the story in the book?

Several other pupils may read their stories. Listen carefully to find out whether your classmates have been exact.

Who can tell the story without making a mistake?

270

LEARNING TO ANALYZE SENTENCES

The time-candle was invented by King Alfred.

A tall wax candle was divided into inches.

One inch of the candle burned down every twenty minutes.

What are the two parts of a sentence?

Name the subject of each of these sentences. Name the predicate of each sentence.

What is the most important word in the subject? in the predicate? These words are the masters of the sentence. All the other words or groups of words serve these masters.

The separation of the sentence into the master words and the words and groups of words which serve them is called *analysis*.

In the first sentence the simple subject is *time-candle*. The verb is *was invented*. *Time-candle* and *was invented* are the sentence masters. All the other words in the sentence are the servants or modifiers.

Time-candle is modified by the adjective *the*. *Was invented* is modified by the adverbial phrase *by King Alfred*. Why is this an adverbial phrase?

What is the subject of the second sentence? The predicate? What is the simple subject? The verb?

What words serve or modify the simple subject? By what is the verb modified?

Analyze the third sentence by separating it into parts just as you did the first and second.

271

ANALYZING SENTENCES

Analyze the following sentences by giving:

1. Subject.
2. Predicate.
3. Simple subject.
4. Verb.
5. Modifiers of the simple subject.
6. Modifiers of the verb.

1. Amidst the freezing sleet and snow
   The timid robin comes.
2. By the shores of Gitche Gumee,
   By the shining Big Sea Water,
   Stood the wigwam of Nokomis.
3. At the door on summer evenings
   Sat the little Hiawatha.
4. Henry Wadsworth Longfellow was born in Portland, Maine, on the 27th of February, 1807.
5. His early education was obtained in Portland.
6. He graduated from Bowdoin College.
7. Beneath in the church-yard lay the dead
   In their night encampment on the hill.
8. There, on the flowers of the meadows, the warriors lay.
9. The frightened savages fled for shelter in swamp and in thicket.

10. In autumn the ships of the merchants came with kindred and friends.
11. The breaking waves dashed high
On a stern and rock-bound coast.
12. Into the yard the farmer goes
With grateful heart at the close of day.
13. The holly branch shone on the old oak wall.
14. The splendor falls on castle walls
And snowy summits old in story.
15. The old house stood by the silent country road.
16. A blackbird is splashing in the runlet of water.
17. Down the road skims an eave-swallow.
18. The swallow is returning from the shallow drinking place to his half-built nest.
19. Behind me in the pine woods a scattered herd of cattle wandered.
20. In the foliage overhead a lonely insect hummed.



272

TALKING ABOUT A PICTURE

We might call this picture, *Practice*

Makes Perfect. What is the man practicing in order that he may learn to do it perfectly?

Tell about some out-of-door sport or trick that you have practiced until you could do it perfectly. For instance:

1. Rowing.
2. Swimming.
3. Horseback riding.
4. Riding a bicycle.
5. Taking a high jump.
6. Shooting at a target.
7. Diving from a spring board or something similar.

273

FORMING GOOD SPEECH HABITS

Practice makes perfect in speech as in all other things. The following sentences are the correct way of saying many things that you, perhaps, say incorrectly. Repeat them many times, until your ear is accustomed to their sound. Then your speech will respond. Remember, that good speech, like bad speech, is a matter of habit.

1. Don't you wish you were going?
2. I wish I were going.
3. The barn is back of the house.
4. I didn't mean to do it.
5. May I borrow a pencil from George?
6. I didn't do anything to him.
7. I haven't anything to do.
8. Give me my hat.
9. I haven't any book.

10. I saw him yesterday.
11. Isn't there any school to-day?
12. Tom, Fred, and I sit together.
13. He has taken my hat.
14. Won't you let me go?
15. Her mother won't let her go with us.
16. Leave the book on the table.
17. This book is mine; that one is his.
18. This is my pencil; that is yours.
19. He has not gone yet.
20. He did not go.
21. You shouldn't have done that.
22. Do it as I do.
23. Hold your ball as I hold mine.
24. I wouldn't do it, if I were you.
25. I can't go any farther.
26. This is as far as I can go.
27. I asked him to let me have it.
28. Ask your father if you may go.
29. She and I must go to school.
30. How many boys are there in your class?
31. There are fifty trees in the orchard.
32. Aren't you going to the picnic?

274

STUDYING PICTURES OF THE SCHOOL GARDEN

What do the two pictures on page 288 tell you about the school garden?

The boys in the first picture are getting ready to plant potatoes. How are they preparing them for planting?

What are the boys in the second picture doing?





Have you ever helped to make a garden? Tell your classmates about it.

If you have had a garden of your own, tell your classmates about it. You might tell about the following:

1. Preparing the ground.
2. Planting the seeds.
3. Tending the garden.
4. Gathering the crops.

275

A POEM

GRAMMAR IN A NUTSHELL

A noun's the name of anything,
As *school* or *garden*, *hoop* or *ring*.

Adjective tells the kind of noun,
As *great*, *small*, *pretty*, *white*, or *brown*.

Three little words you often see
Are articles, *a*, *an*, and *the*.

Instead of nouns the pronouns stand,
Her head, *his* face, *your* arm, *my* hand.

Verbs tell something to be done,
As *read*, *count*, *laugh*, *sing*, *jump*, or *run*.

How things are done the adverbs tell,
As *slowly*, *quickly*, *ill*, or *well*.

Conjunctions join the words together,
As men *and* women, wind *or* weather.

The preposition stands before
A noun, as *in* or *through* the door.

The interjection shows surprise,
As, *Oh! How pretty! Ah! How wise!*

The whole are called the parts of speech
Which reading, writing, speaking teach.

—*Anonymous.*

You may memorize these lines. They will help you to remember the parts of speech.

276

REVIEWING PARTS OF SPEECH

Tell the part of speech of every word in the sentences that follow.

1. The winter comes with icy thumbs.
2. David took his harp and played for the king.
3. The Scots were brave and free.
4. They drove their enemies out of Scotland.
5. Ponce de Leon searched for the fountain of youth.
6. Look before you leap.
7. Willing hands make light work.
8. They worked steadily for two hours.
9. The chirping of the sparrows announces the dawn.
10. The lion is the king of beasts.
11. Summer is warm but very pleasant.
12. The glen is an extremely beautiful spot.

13. Do not judge a book by its cover.
14. Silently out of the room then glided the glistening savage.
15. No good thing can be accomplished without labor.
16. The blue sky now turned more softly gray.
17. The king walked through the city in disguise.
18. Make hay while the sun shines.
19. How far that little candle throws its beams!
20. Spare moments are the gold-dust of time.
21. Procrastination is the thief of time.
22. Great truths are often said in the fewest words.
23. God made the country, and man made the town.
24. Have not the Indians been kindly and justly treated?
25. Do not excuse your own faults too willingly.
26. Make good use of the present.
27. Come to me, O ye children!
    And whisper in my ear.
28. Down from the nail she took and lighted the great tin lantern.
29. Lo! in the midst of this scene, a breathless messenger entered.
30. The breaking waves dashed high
    On a stern and rock-bound coast.
31. Oh! I am so tired.

277

THE BROKEN QUOTATION

Once, long, long ago, Child Roland went out into the world to search for his sister and his two brothers, who had been carried away by the fairies.

When he came to the cave where Merlin lived, Roland asked, "Will you please tell me where I may find my sister Ellen and my brothers, Merlin?"

"Your sister and your brothers," replied Merlin, "are in the dark tower of the King of Elfland. If you would bring them back again, you must remember two things. They are very hard to remember."

"What are they? I will remember," said Roland.

"One is something to do," responded Merlin, "and the other is something not to do."

What question did Roland ask Merlin? Give his exact words. Where are the quotation marks placed? Why does the word *Will* begin with a capital letter?

What is Merlin's reply? Into how many parts is his answer divided. What two words separate the words that he actually speaks? How many sets of quotation marks are therefore used?

Read the exact words that Roland and Merlin speak in the next two sentences. Why are two sets of quotation marks used in each case?

Why are the words *replied Merlin, said Roland, responded Merlin* not inclosed in quotation marks?

Quotation marks are used to inclose only the exact words spoken by some one else.

The first word of a quotation begins with a capital letter.

278

TROUBLESOME PREPOSITIONS

IN, INTO

There were five nests *in* the hen house, and there was an egg *in* each nest. Tom put the eggs *into* his basket and carried them *into* the house.

Where *were* the nests?
Where *were* the eggs?
What did Tom *do* with the eggs?
Where did he *carry* them?

The preposition *in* is used when *rest* or *presence* in a place is shown.

The preposition *into* is used when *motion toward* a place is shown.

Thus:

Presence	*Motion*
Fred was *in* the barn.	Jack went *into* the barn.
I found it *in* the drawer.	I put it *into* the drawer.
He isn't *in* the house.	Come *into* the house.
It wasn't *in* the basket.	He threw it *into* the basket.

Write the following sentences on the blackboard, putting in the correct preposition in each case.

1. He was sitting —— the arbor.
2. They were walking —— the garden.
3. He drove the cows —— the shed.
4. Has she gone —— the house?
5. A bat flew —— the room.
6. They were —— great danger.
7. They rushed —— danger.

LIKE

When the word *like* is used after a verb it is a preposition and must be followed by a noun or pronoun used as an object.

It is right to say:

1. Dick *looks like* his *father.*
2. Helen *dances like* a *fairy.*
3. Alice *sings like* a *bird.*
4. He *acts like* a *clown.*
5. That *is* just *like him.*
6. The chimney *smokes like* a *furnace.*
7. That *doesn't smell like* a *rose.*
8. He *walks like* a *soldier.*
9. He *holds* himself *like* a *soldier.*
10. She *dresses like* a *beggar.*

In each of the above sentences the preposition ***like*** shows the relation of the noun or pronoun that follows it to the verb that goes before it. Notice that *like* is never followed by a statement.

Make other sentences that show the correct use of the preposition *like.* Your teacher will let you write some of your sentences on the blackboard.

It is wrong to say:

Don't *do like* I do; *do like* I tell you.
You *look like* you were tired.

In these sentences what words follow *like?* What do these words make? Why, then, are these sentences wrong?

In such sentences as these *as* or *as if* should be used instead of *like.* It is right to say:

Don't do *as* I do; do *as* I tell you.
You look *as if* you were tired.

Boys and girls and other persons as well, frequently say:

1. It looks *like* it *is going* to rain.
2. He looks *like* he *was* sick.
3. He shook *like* he *had* a chill.
4. You look *like* you *don't want* to do it.
5. Do it *like* teacher *taught* you to.
6. I did it *like* father *told* me.
7. He ran *like* he *was* scared.

Why are these sentences wrong?
What word or words should be used instead of like?
As your teacher calls on you, several of you may write the sentences on the blackboard, using the correct word or words instead of *like*.

Make other sentences using *as* and *as if* correctly. Read your sentences to the class. Remember that *as* and *as if* are followed by a statement.

279

STUDYING THE SIMPLE SENTENCE

Select the subjects and the predicates in the sentences that follow.

1. The Arden arrived at nine o'clock.
2. The wind whistled down the chimney.
3. Many children were playing in the park.

4. Last night I went to bed before eight o'clock.
5. Great forests grow on the sides of the mountain.
6. She has been ill for a long time.
7. The heart of the little tree was very sad.
8. One stormy winter night the family was seated about the fire.
9. She never saw him again.
10. They lived in a great castle on the top of a mountain.
11. In the summer we go to the country.

How many nouns or pronouns are used in each sentence as the subject? How many things are asserted about each subject?

How many thoughts does each sentence express completely?

A sentence that has but one subject and one predicate is called a *simple* sentence.

What is the simple subject of a sentence? (See p. 208.)

What is the simple predicate?

Point out the simple subject and the simple predicate in each of these sentences.

Write five sentences about anything you have seen or heard or done lately, each containing a simple subject and a simple predicate.

Draw one line under the simple subject and two lines under the simple predicate of each sentence.

280

STUDYING THE COMPOUND SUBJECT AND THE COMPOUND PREDICATE

A big boy came out of the house.

Point out the simple subject in this sentence. A subject is called a simple subject when it consists of only one noun or pronoun.

Point out the simple predicate. A predicate is called a simple predicate when it says only one thing about a subject.

Do you see any difference between this sentence and the one that follows?

A boy and a girl came out of the house.

How many persons are spoken of in this sentence? How many nouns are used to stand for them? How many things are said about the boy and girl?

The two nouns *boy* and *girl* make up the subject of the sentence. When a subject is made up of two or more nouns or pronouns, it is called a *compound subject. Compound* means made of two or more parts.

Compare the following sentence with the other two.

A boy came out of the house and walked down the street.

What is the subject of the sentence? Is it simple or compound?

How many things are said about the boy? When a

predicate says two or more things about a subject, it is called a *compound predicate.*

A boy and a girl came out of the house and walked down the street.

What is the subject of this sentence? Is it simple or compound?

What is the predicate? Is it simple or compound?

A simple sentence may have a simple subject and a simple predicate.

A simple sentence may have a compound subject, a compound predicate, or both.

A compound subject is one that is made up of two or more nouns or pronouns having the same predicate.

A compound predicate is one that is made up of two or more verbs having the same subject.

Point out the compound subjects and the compound predicates in the following simple sentences.

1. The Indians were unfriendly to Ponce de Leon and drove him back to his ship.
2. The paper boat became soft and was torn to pieces.
3. Rats, mice, and beetles lived in the cellar.
4. The servants came and led the donkey away.
5. A wolf and a fox were walking through a field.
6. The fox jumped out of the bucket and ran away.
7. A mouse and a frog were friends.
8. [illegible]ery hard but could not get away.

9. David took his harp and went with the king's servants.
10. The hare ran very fast but did not win the race.
11. The new mother and her daughters disliked Cinderella and treated her unkindly
12. The maid and the little boy went upstairs and looked out of the window.
13. Fred or Tom will do it for you.
14. He always whistles or sings at his work.
15. Birds, butterflies, and bees flitted here and there.

Find the words that connect the two parts of the compound subjects and the compound predicates. Make a list of all the different words that you find. What part of speech are these words?

A conjunction connects the two parts of a compound subject or compound predicate.

Analyze the sentences in this lesson by giving:

1. Subject.
2. Predicate.
3. Simple or compound subject.
4. Simple or compound predicate.
5. Modifiers of the simple or compound subject.
6. Modifiers of the simple or compound predicate.

Write six simple sentences about something you have seen, heard, or done lately. Let two of your sentences have a compound subject; two, a compound predicate; and two, a compound subject and compound predicate.

Your teacher will let you write some of your sentences on the blackboard.

281.

TROUBLESOME PLURALS

Alice made her first cake yesterday. She used

2 eggs	1 cupful of milk
1 spoonful of baking powder	1 cupful of sugar
4 spoonfuls of butter	2 cupfuls of flour

Tom said it was the best cake he ever ate.

When Alice measured out the butter for her cake, how many spoons do you think she used? When she measured the flour, how many cups did she use?

4 *spoonfuls* means 1 spoon filled 4 times.

2 *cupfuls* means 1 cup filled twice.

It is not likely that Alice filled four spoons with butter and two cups with flour in measuring for her cake.

4 *spoons full* means 4 different spoons filled once.

2 *cups full* means 2 different cups filled once.

When the same spoon or the same cup is used to do all the measuring, the forms of the words are—

Singular	*Plural*
cupful	cupfuls
spoonful	spoonfuls

There is no such word as *cupsful.*

282

USING *ITS* AND *IT'S* CORRECTLY

You have learned that the possessive pronoun *its*, like all other possessive pronouns ending in *s*, needs no apostrophe. (See p. 130.)

The book is *yours*.
The dress is *hers*.
The house is *theirs*.
The boy is *his* brother.
The bird flew to *its* nest.

But the pronoun *its* is often written incorrectly because it is confused with an entirely different form.

It's a pleasant day.
It's a long way to Tipperary.
It's a long lane that has no turning.

It's stands for the two words *it is*. The apostrophe is used to show that the letter *i* is omitted.

The pronoun *its*, showing ownership, must have no apostrophe:
The word *it's*, meaning *it is*, must have an apostrophe.

In the following paragraph, insert an apostrophe wherever you think one is needed, and tell why you do or do not insert it.

"Its not my fault," said the cross Maltese cat, waving its tail angrily, "that the baby's hand is scratched. Its a pity if I can't do anything to defend

myself when my fur is stroked the wrong way." The cat's back was arched, and it stretched its claws.

"But its not kind to hurt the baby," said the Airedale dog. "Its little arm has had to be bandaged."

"I don't care," said the cat. "Its a naughty baby, anyway. Its always crying, and its voice is shrill."

The cat meowed and the dog barked so loudly that the canary, in its alarm, flapped its wings against the bars of its cage. "Its frightening me to death to hear them quarrel," said the poor little bird.

283

USING ABBREVIATIONS

273 Washington Ave.
Boston, Mass.
April 2, 1920

Mr. J. T. Crane, Sec. and Treas. of Crane Mfg. Co.
177 Wood St.
Detroit, Mich.

Dear Sir:

In accordance with a letter which we received on the 29th ult. from Reuben Starr, Esq., your legal adviser, we are shipping you f. o. b. one dozen Acme rubber tires and one dozen Paramount *do.* They should reach you by the 5th inst. at the latest.

Yours truly,
J. L. Pierpont.

In this business letter, find six abbreviations which are already familiar to you. Write them in a list one

under the other, and opposite each abbreviation write out the word for which it stands.

There are several new abbreviations in this letter.

Sec. . . . . Secretary
Treas. . . . . Treasurer
Mfg. . . . . Manufacturing
Esq. . . . . Esquire
Ult. . . . . Ultimo
Inst. . . . . Instant
f. o. b. . . . . free on board
do. . . . . ditto

It is well for you to know what these abbreviations mean when you see them. But it is not well for you to use many of them.

Esquire is a title for a lawyer. It is sometimes used in addressing a letter instead of *Mr.* but must always *follow* the name.

The word *ultimo* means *in the month preceding the present month.*

The word *instant* means *in the present month.*

The abbreviations *ult.* and *inst.* should never be used anywhere except in a business letter. Even there it is better to avoid them.

Free on board is a term frequently used in shipping freight.

The word *ditto* means *the same.* It is used to avoid writing the same word over.

Do you see any reason for using the abbreviations *Sec.*, *Treas.*, and *Mfg.*?

284

PUTTING *ONLY* IN THE RIGHT PLACE

Here are four questions, each of which has two answers. One answer is correct; the other is incorrect.

1. Have you heard whether Kate will come to the party?
   Answers: *a.* No, I only wrote to invite her yesterday.
   b. No, I wrote only yesterday to invite her.
2. Shall we ask your cousins to go driving with us?
   Answers: *a.* No, the car only holds five.
   b. No, the car holds only five.
3. Do you enjoy playing tennis?
   Answers: *a.* No, I only like to play quiet games.
   b. No, I like to play only quiet games.
4. Is that your best hat?
   Answers: *a.* Yes, I only bought one new hat this Spring.
   b. Yes, I bought only one new hat this Spring.

When you use the word *only*, you show that the word which it serves or modifies is in contrast to some other word. Therefore you must be careful to place it next to the word it modifies. In the answer to question 1, "I *only* wrote" means that you *wrote* instead of *telephoning* to Kate. But what you wish to show is that you wrote *yesterday*, not *earlier*. So

only must be placed next to *yesterday*, since that is the word to be contrasted.

***Only* must be placed next to the word which it serves.**

1. Look at questions 2, 3, and 4. Explain what contrast is made by *a* and what by *b* in each case. Is *a* the correct arrangement in any case? Why not?

2 Answer the following questions, using the word *only* and placing it correctly.

a. How many weeks of vacation do you have?
b. How far away from school do you live?
c. How many brothers and sisters have you?
d. How long ago did you buy that book?
e. Does your teacher give you much work to do at home?
f. Have you been studying music long?

285

WRITING *THEIR* CORRECTLY

The crowd cheered *their* leader.
They threw *their* caps into the air.
Their shouts could be heard five blocks away.
Their voices grew hoarse with shouting.

What part of speech is *their?* For what noun does it stand in each of these sentences? What noun follows it in each sentence? *Their* shows possession of the noun that follows it.

If you are in doubt when writing the word, ask

yourself, "Does it stand for a person or thing? Is it followed by the noun that it possesses?" If so, then the word is *t-h-e-i-r*.

The word *their* is a pronoun.
***Their* is always followed by the noun that it possesses.**

Copy the sentences that follow. How many times does the pronoun *their* occur? Be careful each time you write it. Notice that *their* is always followed by the noun that it possesses.

The Scots were a brave, free people. They lived in their island home where their fathers had lived before them. Their fields of grain were in the valleys, and their flocks and herds fed on the hillsides.

Then the Northmen came across the sea to plunder their country. But the Scots fought bravely and defeated their enemies. So the robbers went back to their ships and sailed away.

286

USING THE TELEPHONE

Mrs. White was very busy on Tuesday morning.

"Tom," she said, "please call Mrs. Clark on the telephone. I want to talk with her."

Tom took the receiver from the hook, and this is what Mrs. White heard.

"Spruce, 1440-J, please."

. . . . . .

"Is this Spruce 1440-J ?"

. . . . . .

"Is that you speaking, Mrs. Clark?"

. . . . . .

"This is Tom White. Good morning."

. . . . . .

"Yes, mother wants to speak to you, Mrs. Clark. She's right here."

Later in the morning Mrs. White went down town. While she was out, the telephone bell rang.

Again Tom went to the telephone. This is what followed:

. . . . . .

"Yes?"

. . . . . .

"Yes, this is Tom White speaking."

. . . . . .

"Good morning, Mrs. Brown. No, mother isn't home."

. . . . . .

"I'm not sure, but I think she expected to be back to lunch. Is there any message I can give her?"

. . . . . .

"Yes, I'll tell her as soon as she comes in."

. . . . . .

"No, I won't forget. I promise you."

. . . . . .

"Good-by, Mrs. Brown."

In the afternoon Tom called up one of his friends, and the following conversation took place:

"Poplar, 1010-W, please."

. . . . . .

"Is this Poplar 1010-W?"

. . . . . .

"Excuse me. I'm sorry. The operator gave me the wrong number."

Tom hung up the receiver and immediately took it from the hook again.

"Operator, you gave me the wrong number. I want Poplar 1010-W."

. . . . . .

"Yes, please. Poplar 1010-W."

. . . . . .

"Is that you, Mrs. Brooks?"

. . . . . .

"This is Tom White at the phone."

. . . . . .

"I'm very well, thank you. Is Billy at home?"

. . . . . .

"Yes, please. May I speak to him?"

. . . . . .

"Thank you, Mrs. Brooks."

. . . . . .

"Oh! hello there, Billy."

. . . . . .

Then Tom and Billy had their conversation.

On Saturdays Tom sometimes works in a grocery store to help out. Frequently, he has to answer the telephone and take orders. This is the way he does it.

"Wilson's grocery store."

. . . . . .

"Yes, Mrs. Allen, I'll take your order."

. . . . . .

As he names over the articles that Mrs. Allen wants, Tom writes on an order blank:

. . . . . .

"Five pounds of sugar. I have that."

. . . . . .

"Two pounds of coffee. What kind, Mrs. Allen? Java? Yes."

. . . . . .

"One dozen eggs."

. . . . . .

"Yes, I'll bring them up at once, Mrs. Allen. Thank you."

There are several things to notice in the way Tom talks when he uses the telephone.

1. When he asks for a number, he says, "please."
2. He makes sure that he has the right number. How does he do this?
3. He gives his own name at once and does not leave the person to whom he is speaking to guess who he is.
4. When he is given the wrong number, he says, "Excuse me. I'm sorry," because he has given someone a little trouble.
5. He does not lose his temper with the operator who gives him the wrong number.
6. When he answers the telephone in the store, he gives at once the name of the place of business, so that the person who is calling need not inquire if he has been given the right connection.
7. He is always courteous.

Common sense and courtesy are needed in using the telephone.

Suppose that there is a telephone on each side of your class room. Two of you may take part in each

of the following telephone conversations. Act out your part exactly as you would if you were using a real telephone.

1. Telephone to a friend of your mother's, telling her that your mother is ill and cannot go shopping with her.

2. Telephone to a friend of your own to make plans for a picnic. Suppose that his father answers the telephone.

3. Telephone an order to a grocery store, a department store, or some other place of business.

4. Telephone to your teacher, explaining your absence from school for several days.

287

WRITING *THERE* CORRECTLY

There is Tom standing on the corner.

Yes, I saw him *there* when I passed.

He has been standing *there* a long time.

There means *in that place.* What part of speech is it?

When you are not certain, ask yourself, "Does it stand for a person or thing, or does it mean *in that place?* If it means *in that place*, the right word is *t-h-e-r-e.*

The word *there* is an adverb.

Practice writing:

There is my book.
There are the boys.
I didn't know you were there.
He was sitting there.

There they are. I saw them there.
There was only one. He came while we were there.
There were five of them. I looked there for it.

Take turns in writing the following sentences on the blackboard. Supply the word *their* or *there* in each sentence.

By what word is *their* always followed?

1. —— were many toys on the table.
2. The children had left them ——.
3. —— is no candy in the box.
4. They shut —— eyes and waited.
5. The girls held up —— hands.
6. They put the apples in —— baskets.
7. The crows built —— nest on the highest branch of the pine tree.
8. I can see it —— now.
9. —— he goes!
10. The boys waited —— for —— father.

288

LEARNING TO SPEAK CORRECTLY

THIS KIND, THAT KIND

Do you like *this kind* or *that kind* of oranges?

This and *that* are limiting adjectives. In this sentence they limit the noun *kind.*

It is right to say:

this kind	that kind
this sort	that sort

because *kind* and *sort* are singular nouns and must be modified by the singular adjectives *this* and *that.*

Practice saying the following until you are so used to the sound that you will never make a mistake.

This kind of trees.	That kind of bushes.
This kind of apples.	That kind of pears.
This kind of women.	That kind of men.
Flowers of this kind.	Fruits of that kind.
This sort of books.	That sort of stories.
This sort of marbles.	That sort of people.
Girls of this sort.	Boys of that sort.
Lessons of this sort.	Plays of that sort.

ALMOST, MOST

Most boys like to go camping.
It was *almost* dark when we reached the camp.

What part of speech is *most?* What word does it serve or modify?
What part of speech is *almost?* What does it modify?

Boys and girls would never think of saying,
Almost boys like to go camping.

But many boys and girls say,
It was *most dark* when we reached the camp.
Yet *most dark* is as wrong as *almost boys.*

Most is an adjective and means *greatest in number or quantity.* An adjective serves or modifies a noun.

Almost is an adverb and means *nearly*. An adverb modifies a verb, adjective, or adverb.

Write the following sentences, using *most* or *almost* correctly in each one.

1. They —— starved to death.
2. —— girls like pretty ribbons.
3. The men were —— exhausted.
4. I —— wish I had stayed at home.
5. I like —— flowers.
6. I like —— all flowers.
7. She was —— crazy with delight.
8. We —— lost our way.
9. —— people love their country.
10. He is well acquainted with —— countries.

Make other sentences, using *most* and *almost* correctly. Some of you may write your sentences on the blackboard.

YET

Practice saying the following until you have formed the habit of correct speaking.

He *didn't* go.	He *hasn't* gone *yet.*
I *didn't* do it.	I *haven't* done it *yet.*
He *didn't* finish it.	He *hasn't* finished it *yet.*
I *didn't* see her.	I *haven't* seen her *yet.*
He *didn't* do it.	He *hasn't* done it *yet.*

Notice that *didn't* is never followed by *yet.*
The word *yet* is used after *hasn't* or *haven't.*

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NOUNS OF ADDRESS

1. Helen, you must come into the house now.
2. Have you studied your lessons, Tom?
3. I am glad to see you, Mrs. Allen.

In each of these sentences a word is used to name the person who is spoken to. Such a word, you remember, is called a *noun of address.*

Would either one of these sentences be complete if the noun of address were omitted? Read each one, dropping the name. Does what is left express a thought completely?

The verb in sentence 1 is *must come.* Its subject is *you. Into the house* and *now* are modifiers. The word *Helen* does not depend on any word in the sentence, nor does any word in the sentence depend on it. A word that stands alone in this way, and that can be dropped without spoiling the sense of the sentence, is said to be *independent.*

Find the subjects and verbs in sentences 2 and 3. What does this prove to you about the words *Tom* and *Mrs. Allen?*

A noun of address is independent of the rest of the sentence.

A noun of address is sometimes called a *vocative.* This word comes from the Latin word meaning *to call.* A vocative is merely a word which *calls* someone or something.

Find the nouns of address in the following sentences:

1. Give me of your bark, O birch tree.
2. At mid-day, O king, I saw a light in the sky.
3. Pardon me, Miss Roberts, for keeping you waiting.
4. America, America,
   God shed his grace on thee.
5. You must wake and call me early,
   Call me early, mother dear.

A Game

Here are some suggestions for make-believe scenes in which you can practice calling each other by name. Act them out just as you would if you were at home playing house or playing school.

1. Choose a girl to be hostess. She must pretend that she is giving an afternoon tea. Several boys and girls will pretend to be guests. After the greetings are exchanged they must keep the conversation going for three minutes, without any awkward pauses. Remember to use nouns of address whenever politeness requires it.

2. Choose a boy to be an employer in an office on a busy morning. Several boys and girls will pretend to be the clerks, book-keepers, typists, and stenographers. One boy may be the office manager, and one the office-boy. Several other children may be callers on business. Make the scene as much like life as you can. Use nouns of address whenever they are needed.

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LEARNING TO SPEAK CORRECTLY

Below are some groups of sentences that use the right word in a place where many persons use a word that does not belong there. Each group is headed by a question. Most boys and girls will answer "Yes" to the question. Read each group of sentences many times until you have formed the habit of saying the right thing.

1. Do you ever say anything like this: "I *have got* a new hat"?
   You should say:
   a. I *have* a new hat.
   b. We *received* our reports to-day.
   c. I *haven't* time to wait for you.
   d. Mary *has* her new coat on.

2. Do you ever say: "We had *lots* of fun"?
   You should say:
   a. We had a *great deal* of fun.
   b. His new car cost a *large sum* of money.
   c. There were a *great many* people at the play.
   d. You have *plenty* of time to catch the train.

3. Do you ever say: "Your new dress is *real* pretty"?
   You should say:
   a. Your new dress is *very* pretty.
   b. Sixth grade lessons are *very* hard.

c. Our new neighbors are *very* pleasant.
d. We did not reach home till *very* late.

4. Do you ever say: "I *guess* so"?
You should say:
a. I *think* so.
b. I *think* it is time to go home.
c. I *think* the story is true.
d. I *think* I know all my lessons.

5. Do you ever say: "It's *funny* that the train doesn't start?"
You should say:
a. It's *strange* that the train doesn't start.
b. She is a *strange*-looking old woman.
c. Frank has a very *strange* disposition.
d. It is *strange* that you find your work so hard.
e. How *strange* it is that he does not come!

6. Do you ever say: "I just *love* ice cream?"
You should say:
a. I *like* ice cream very much.
b. I *like* to go motoring.
c. Don't you *like* the movies?
d. Wouldn't you *like* to go up in an airship?
e. I think that he will *like* the trip.

Write two other sentences showing the correct way of saying each of these things. Read your sentences to the class.

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THE BADGE OF GOOD SPEECH

There is a kind of badge that you may all wear. It is the badge of good speech.

The wearer of that badge will not say *kind of*, or *kinda*, or *sort of*, but he will say *rather*.

He will not say *alongside* or *side of*, but he will say *beside*.

He will not say *in back of*, but he will say *behind*.

He will not say *would of gone*, but he will say *would have gone*.

Finish the following sentences, using in each the word which stands at the head of the group.

Rather.	*Beside.*
The weather looks – – –.	Come and sit – – –.
Their new house is – – –.	Her seat is – – –.
The dog acts – – –.	Place the table – – –.
This lesson is – – –.	His car was parked – – –.
The artist paints – – –.	An oak tree grows – – –.

Behind	*Would have.*
Put the chain – – –.	If you had come earlier, I – – –.
The girl who whispers sits – – –.	If I had read the letter, I – – –.
The broom is kept – – –.	If she had not been ill, she – – –.

The Boy Scouts marched – – –.

There is a barn – – –.

If I had been you, I – – –.

If he had had a chance, he – – –.

292

USING *LET* AND *LEAVE*

It was a lovely June morning, and the first day of vacation. As soon as breakfast was over, Carol ran eagerly over to her friend Harriet's house.

"Come out to the park," she cried.

"I can't," said Harriet. "Mother won't *let* me go and *leave* her with all the work to do."

"*Let* me help," offered Carol, "and you'll finish in half the time. But I don't see why you can't *leave* your bed to make till you come back."

"Mother doesn't *let* me do things like that. It's bad housekeeping to *leave* work waiting."

Notice how careful the children in this story are to use *let* and *leave* properly. What word could you put in place of *let* each time? Is *leave* ever used except when it means to allow something to remain behind?

You *let* something or someone *lie, go, do,* etc.

You *leave* something or someone *lying, going, doing,* etc.

Here is the rest of the story. Fill the blanks correctly with *let* and *leave.*

In half an hour the work was finished and the girls were ready to —— the house. Harriet's brother Tom

would not —— them —— without him, and —— his book lying face downward on the floor he ran to join them.

In the park they found a cool spot by the brook. They took off their hats and —— the wind blow through their hair. After a while they —— their shoes and stockings lying on the bank and went in wading.

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USING JUST ENOUGH WORDS

One of the ways in which you may fail to use the best English in your speech is by using more words than you need. Some words need helpers to make their meaning clear. Other words have so much meaning that it is wrong to use helpers.

Often you hear persons say:

He has a *free pass* on the railroad.

They *returned back* home last week.

Their camp was on a spot *elevated up* three thousand feet.

They made a *new beginning.*

In each of these sentences there is one unnecessary word.

A *pass* is a paper allowing *free* travel or admittance.

Return means to come *back.*

Elevated means raised from a lower to a *higher* position. It is impossible to elevate anything *down.*

Beginning means the starting point. There is no such thing as an *old* beginning.

So you see that:

Free is part of the meaning of the word *pass.*
Back is part of the meaning of the word *returned.*
Up is part of the meaning of the word *elevated.*
New is part of the meaning of the word *beginning.*

Make two sentences for each of the words *pass, returned, elevated, beginning.* Be sure to omit the unnecessary words. Read your sentences to the class.

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USING AN INDEX

The word *index* originally meant a *pointer.* You have heard it used in that way to describe your first finger, the *index* finger. When anyone is rude enough to point, he points with his first finger.

In the back of this book, and of almost every book used for study, there are some pages called an *index.* What have those pages to do with *pointing?* Just this: by means of alphabetical arrangement and numbers of pages they *point* out to you just where in the book you may find the thing you wish to find.

An index is a list of all the topics spoken of in a book, arranged in alphabetical order just as the dictionary is arranged. Opposite each topic are the numbers of all the pages where it is spoken of. Thus, if you do not know where in the book to find a certain lesson about adjectives, for example, you look under the *A's* in the index for the word *adjectives,* and are told that

you can find that topic on pages 235, 236, 237, 238, 258, 259.

By using the index, find out on what page in this book the following topics are discussed:

dictionary
talking about poems
heroic deeds
the comma in a series
plurals of nouns
the invitation letter
see, saw, have seen
simple subject

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MISCELLANEOUS SELECTIONS FOR READING AND MEMORIZING

With a view to stimulating an appreciation of poetry and to affording opportunity for practice in speaking, the following appropriate poems have been included for reading and memorizing.

For convenience, the grading of the poems has been arranged by years, and a grade poet has been suggested.



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MISCELLANEOUS SELECTIONS FOR MEMORIZING

FIFTH GRADE—FIRST HALF YEAR

Sea Song

A wet sheet and a flowing sea,
A wind that follows fast,
And fills the white and rustling sail,
And bends the gallant mast;
And bends the gallant mast, my boys,
While like the eagle free,
Away the good ship flies, and leaves
Old England on the lee.

Oh, for a soft and gentle wind!
I heard a fair one cry;
But give to me the snoring breeze,
And white waves heaving high;
And white waves heaving high, my boys,
The good ship tight and free—
The world of waters is our home,
And merry men are we.

There's tempest in yon horned moon,
And lightning in yon cloud;
But hark the music, Mariners!
The wind is piping loud;
The wind is piping loud, my boys,
The lightning flashing free—
While the hollow oak our palace is,
Our heritage the sea.

—*Allan Cunningham.*

The Landing of the Pilgrim Fathers

The breaking waves dashed high
On a stern and rock-bound coast,
And the woods against a stormy sky
Their giant branches tossed;

And the heavy night hung dark
The hills and waters o'er,
When a band of exiles moored their bark
On the wild New England shore.

Not as the conqueror comes,
They, the true-hearted, came;
Not with the roll of the stirring drums,
And the trumpet that sings of fame;

Not as the flying come,
In silence and in fear;
They shook the depths of the desert gloom
With their hymns of lofty cheer.

Amidst the storm they sang,
And the stars heard, and the sea;
And the sounding aisles of the dim woods rang
To the anthem of the free!

The ocean eagle soared
From his nest by the white wave's foam,
And the rocking pines of the forest roared—
This was their welcome home!

There were men with hoary hair
Amidst that pilgrim band;
Why had they come to wither there,
Away from their childhood's land?

There was woman's fearless eye,
  Lit by her deep love's truth;
There was manhood's brow serenely high,
  And the fiery heart of youth.

What sought they thus afar?
  Bright jewels of the mine?
The wealth of seas, the spoils of war?—
  They sought a faith's pure shrine!

Ay, call it holy ground
  The soil where first they trod.
They have left unstained what there they found—
  Freedom to worship God.

—*Felicia Dorothea Hemans.*

Old Ironsides

Aye, tear her tattered ensign down!
  Long has it waved on high,
And many an eye has danced to see
  That banner in the sky;
Beneath it rung the battle shout,
  And burst the cannon's roar;—
The meteor of the ocean air
  Shall sweep the clouds no more.

Her deck, once red with heroes' blood,
  Where knelt the vanquished foe,
When winds were hurrying o'er the flood,
  And waves were white below,
No more shall feel the victor's tread,
  Or know the conquered knee;
The harpies of the shore shall pluck
  The eagle of the sea!

Oh, better that her shattered hulk
  Should sink beneath the wave;
Her thunders shook the mighty deep
  And there should be her grave·
Nail to the mast her holy flag,
  Set every threadbare sail,
And give her to the god of storms,
  The lightning and the gale!

—*Oliver Wendell Holmes.*

The Builders

All are architects of Fate,
  Working in these walls of Time;
Some with massive deeds and great,
  Some with ornaments of rhyme.

Nothing useless is, or low;
  Each thing in its place is best;
And what seems but idle show
  Strengthens and supports the rest.

For the structure that we raise,
  Time is with materials filled;
Our to-days and yesterdays
  Are the blocks with which we build.

Truly shaped and fashioned these;
  Leave no yawning gaps between;
Think not, because no man sees,
  Such things will remain unseen.

In the elder days of Art,
  Builders wrought with greatest care
Each minute and unseen part;
  For the gods see everywhere.

Let us do our work as well,
  Both the unseen and the seen;
Make the house, where gods may dwell,
  Beautiful, entire, and clean.

Else our lives are incomplete,
  Standing in these walls of Time,
Broken stairways, where the feet
  Stumble as they seek to climb.

Build to-day, then, strong and sure,
  With a firm and ample base;
And ascending and secure
  Shall to-morrow find its place.

Thus alone can we attain
  To those turrets, where the eye
Sees the world as one vast plain,
  And one boundless reach of sky.

—*Henry Wadsworth Longfellow.*

Night

How beautiful is night!
A dewy freshness fills the silent air;
No mist obscures, nor cloud, nor speck, nor stain,
Breaks the serene of heaven:
In full-orb'd glory yonder Moon divine
Rolls through the dark-blue depths.
Beneath her steady ray
The desert-circle spreads,
Like the round ocean, girdled with the sky.
How beautiful is night!

—*Robert Southey.*

Down to Sleep

November woods are bare and still;
November days are clear and bright;
Each noon burns up the morning chill;
The morning's snow is gone by night;
Each day my steps grow slow, grow light,
As through the woods I reverent creep,
Watching all things lie "down to sleep".

I never knew before what beds,
Fragrant to smell and soft to touch,
The forest sifts and shapes and spreads;
I never knew before how much
Of human sound there is in such
Low tones as through the forest sweep
When all wild things lie "down to sleep".

Each day I find new coverlids
Tucked in, and more sweet eyes shut tight;
Sometimes the viewless mother bids
Her ferns kneel down full in my sight;
I hear their chorus of "good-night";
And half I smile, and half I weep,
Listening while they lie "down to sleep".

November woods are bare and still;
November days are bright and good;
Life's noon burns up life's morning's chill;
Life's night rests feet that long have stood;
Some warm soft bed, in field or wood,
The mother will not fail to keep,
Where we can "lay us down to sleep".

—*Helen Hunt Jackson.*

The Barefoot Boy

Blessings on thee, little man,
Barefoot boy, with cheeks of tan!
With thy turned-up pantaloons,
And thy merry whistled tunes;
With thy red lip, redder still
Kissed by strawberries on the hill;
With the sunshine on thy face,
Through thy torn brim's jaunty grace;
From my heart I give thee joy,—
I was once a barefoot boy!
A prince thou art,—the grown-up man
Only is republican.
Let the million-dollared ride!
Barefoot, trudging at his side,
Thou hast more than he can buy
In the reach of ear and eye,—
Outward sunshine, inward joy:
Blessings on thee, barefoot-boy!

O for boyhood's painless play,
Sleep that wakes in laughing day,
Health that mocks the doctor's rules,
Knowledge never learned of schools,
Of the wild bee's morning chase,
Of the wild-flower's time and place,
Flight of fowl and habitude
Of the tenants of the wood;
How the tortoise bears his shell,
How the woodchuck digs his cell,
And the ground-mole sinks his well;
How the robin feeds her young,
How the oriole's nest is hung;
Where the whitest lilies blow,

Where the freshest berries grow,
Where the ground nut trails its vine,
Where the wood-grape's clusters shine;
Of the black wasp's cunning way,
Mason of his walls of clay,
And the architectural plans
Of gray hornet artisans!—
For, eschewing books and tasks,
Nature answers all he asks;
Hand in hand with her he walks,
Face to face with her he talks,
Part and parcel of her joy,—
Blessings on the barefoot boy!

O for boyhood's time of June,
Crowding years in one brief moon,
When all things I heard or saw,
Me, their master, waited for.
I was rich in flowers and trees,
Humming-birds and honey-bees;
For my sport the squirrel played,
Plied the snouted mole his spade;
For my taste the blackberry cone
Purpled over hedge and stone;
Laughed the brook for my delight
Through the day and through the night,
Whispering at the garden wall,
Talked with me from fall to fall;
Mine the sand-rimmed pickerel pond,
Mine the walnut slopes beyond,
Mine on bending orchard trees,
Apples of Hesperides!
Still as my horizon grew,
Larger grew my riches too;

All the world I saw or knew
Seemed a complex Chinese toy,
Fashioned for a barefoot boy!

O for festal dainties spread,
Like my bowl of milk and bread,—
Pewter spoon and bowl of wood,
On the door-stone, gray and rude!
O'er me, like a regal tent,
Cloudy-ribbed, the sunset bent,
Purple-curtained, fringed with gold,
Looped in many a wind-swung fold;
While for music came the play
Of the pied frogs' orchestra;
And, to light the noisy choir,
Lit the fly his lamp of fire.
I was monarch: pomp and joy
Waited on the barefoot boy!

Cheerily, then, my little man,
Live and laugh, as boyhood can!
Though the flinty slopes be hard,
Stubble-speared the new-mown sward,
Every morn shall lead thee through
Fresh baptisms of the dew;
Every evening from thy feet
Shall the cool wind kiss the heat;
All too soon these feet must hide
In the prison cells of pride,
Lose the freedom of the sod,
Like a colt's for work be shod,
Made to tread the mills of toil,
Up and down in ceaseless toil,
Up and down in ceaseless moil:

Happy if their track be found
Never on forbidden ground;
Happy if they sink not in
Quick and treacherous sands of sin.
Ah! that thou couldst know thy joy,
Ere it passes, barefoot boy!

—*John Greenleaf Whittier.*

Barbara Frietchie

Up from the meadows rich with corn,
Clear in the cool September morn,

The clustered spires of Frederick stand
Green-walled by the hills of Maryland.

Round about them orchards sweep,
Apple and peach tree fruited deep,

Fair as the garden of the Lord
To the eyes of the famished rebel horde,

On that pleasant morn of the early fall
When Lee marched over the mountain-wall,—

Over the mountains winding down,
Horse and foot, into Frederick town.

Forty flags with their silver stars,
Forty flags with their crimson bars,

Flapped in the morning wind: the sun
Of noon looked down, and saw not one.

Up rose old Barbara Frietchie then,
Bowed with her fourscore years and ten;

Bravest of all in Frederick town,
She took up the flag the men hauled down;

In her attic window the staff she set,
To show that one heart was loyal yet.

Up the street came the rebel tread,
Stonewall Jackson riding ahead.

Under his slouched hat left and right
He glanced: the old flag met his sight.

"Halt!"—the dust-brown ranks stood fast.
"Fire!"—out blazed the rifle-blast.

It shivered the window, pane and sash;
It rent the banner with seam and gash.

Quick, as it fell, from the broken staff
Dame Barbara snatched the silken scarf.

She leaned far out on the window-sill,
And shook it forth with a royal will.

"Shoot, if you must, this old gray head,
But spare your country's flag," she said.

A shade of sadness, a blush of shame,
Over the face of the leader came;

The nobler nature within him stirred
To life at that woman's deed and word:

"Who touches a hair on yon gray head
Dies like a dog! March on!" he said.

All day long that free flag tossed
Over the heads of the rebel host.

Ever its torn folds rose and fell
On the loyal winds that loved it well;

And through the hill-gaps sunset light
Shone over it with a warm good-night.

Barbara Frietchie's work is o'er
And the Rebel rides on his raids no more.

Honor to her! and let a tear
Fall, for her sake, on Stonewall's bier.

Over Barbara Frietchie's grave,
Flag of Freedom and Union, wave!

Peace and order and beauty draw
Round thy symbol of light and law;

And ever the stars above look down
On thy stars below in Frederick town!

—*John Greenleaf Whittier.*

In School Days

Still sits the school-house by the road,
A ragged beggar sunning;
Around it still the sumachs grow,
And blackberry-vines are running.

Within, the master's desk is seen,
Deep scarred by raps official;
The warping floor, the battered seats,
The jack-knife's carved initial.

The charcoal frescoes on its wall;
Its door's worn sill, betraying
The feet that, creeping slow to school,
Went storming out to playing!

Long years ago a winter sun
Shone over it at setting;
Lit up its western window-panes,
And low eaves' icy fretting.

It touched the tangled golden curls,
And brown eyes full of grieving,
Of one who still her steps delayed
When all the school were leaving.

For near her stood the little boy
Her childish favor singled!
His cap pulled low upon a face
Where pride and shame were mingled.

Pushing with restless feet the snow
To right and left, he lingered;—
As restlessly her tiny hands
The blue-checked apron fingered.

He saw her lift her eyes; he felt
The soft hand's light caressing,
And heard the tremble of her voice,
As if a fault confessing.

"I'm sorry that I spelt the word:
I hate to go above you,
Because,"—the brown eyes lower fell,—
"Because, you see, I love you!"

Still memory to a gray-haired man
That sweet child-face is showing.
Dear girl! the grasses on her grave
Have forty years been growing!

He lives to learn, in life's hard school,
How few who pass above him
Lament their triumph and his loss,
Like her,—because they love him.

—*John Greenleaf Whittier.*

Snow Bound

(First five stanzas.)

The sun that brief December day
Rose cheerless over hills of gray,
And, darkly circled, gave at noon
A sadder light than waning moon.
Slow tracing down the thickening sky
Its mute and ominous prophecy,
A portent seeming less than threat,
It sank from sight before it set.

A chill no coat, however stout,
Of homespun stuff could quite shut out,
A hard, dull bitterness of cold,
That checked, mid-vein, the circling race
Of life-blood in the sharpened face,
The coming of the snow storm told.
The wind blew east; we have heard the roar
Of Ocean on his wintry shore,
And felt the strong pulse throbbing there
Beat with low rhythm our inland air.

Meanwhile we did our nightly chores,—
Brought in the wood from out of doors,
Littered the stalls, and from the mows
Raked down the herd's-grass for the cows:
Heard the horse whinnying for his corn;
And, sharply clashing horn on horn,
Impatient down the stanchion rows
The cattle shake their walnut bows;
While, peering from his early perch
Upon the scaffold's pole of birch,
The cock his crested helmet bent
And down his querulous challenge sent.

Unwarmed by any sunset light
The gray day darkened into night,
Night made hoary with the swarm,
And whirl-dance of the blinding storm,
As zigzag wavering to and fro
Crossed and recrossed the winged snow:
And ere the early bedtime came
The white drift piled the window frame,
And through the glass the clothes-line posts
Looked in like tall and sheeted ghosts.

So all night long the storm roared on:
The morning broke without a sun
In tiny spherule traced with lines
Of Nature's geometric signs,
In starry flake, and pellicle,
All day the hoary meteor fell;
And, when the second morning shone,
We looked upon a world unknown,
On nothing we could call our own.

Around the glistening wonder bent
The blue walls of the firmament,
No cloud above, no earth below,—
A universe of sky and snow!
The old familiar sights of ours,
Took marvelous shapes; strange domes and towers
Rose up where sty or corn-crib stood,
Or garden-wall, or belt of wood;
A smooth white mound the brush-pile showed,
A fenceless drift that once was road;
The bridle-post an old man sat
With loose-flung coat and high cocked hat;
The well-curb had a Chinese roof;
And even the long sweep, high aloof,
In its slant splendor, seemed to tell
Of Pisa's leaning miracle.

—*John Greenleaf Whittier.*

FIFTH GRADE—SECOND HALF YEAR

Battle Hymn of the Republic

Mine eyes have seen the glory of the coming of the Lord:
He is trampling out the vintage where the grapes of wrath are stored;
He hath loosed the fateful lightning of His terrible swift sword:
His truth is marching on.

I have seen Him in the watch-fires of a hundred circling camps;
They have builded Him an altar in the evening dews and damps;

I can read His righteous sentence by the dim and
flaring lamps:
His day is marching on.

I have read a fiery gospel, writ in burnished rows of steel:
"As ye deal with My contemners, so My grace with
you shall deal;"
Let the Hero, born of woman, crush the serpent with
his heel,
Since God is marching on.

He has sounded forth the trumpet that shall never call
retreat;
He is sifting out the hearts of men before His judgment
seat:
Oh! be swift, my soul, to answer Him! be jubilant, my
feet!
Our God is marching on.

In the beauty of the lilies Christ was born across the sea,
With a glory in His bosom that transfigures you and me:
As He died to make men holy, let us die to make men
free,
While God is marching on.

—*Julia Ward Howe.*

Morning

I stood tiptoe upon a hill;
The air was cooling and so very still,
That the sweet buds which with a modest pride
Pull droopingly, in slanting curve aside,
Their scanty-leaved and finely tapering stems,
Had not yet lost those starry diadems

Caught from the early sobbing of the morn.
The clouds were pure and white as flocks new-shorn,
And fresh from the clear brook; sweetly they slept
On the blue fields of heaven; and then there crept
A little noiseless noise among the leaves,
Born of the very sigh that silence heaves;
For not the faintest motion could be seen
Of all the shades that slanted o'er the green.
A bush of Mayflowers with the bees about them;
Ah, sure no tasteful nook could be without them.
And let a lush laburnum oversweep them,
And let long grass grow round the roots to keep them
Moist, cool, and green; and shade the violets,
That they may bind the moss in leafy nets.

—*John Keats.*

A Farewell

My fairest child, I have no song to give you,
No lark could pipe to skies so dull and gray;
Yet, ere we part, one lesson I would leave you,
For every day.

Be good, sweet maid, and let who will be clever;
Do noble things, not dream them all day long;
And so make life, death, and that vast Forever,
One grand, sweet song.

—*Charles Kingsley.*

The Housekeeper

The frugal snail, with forecast of repose,
Carries his house with him where'er he goes;
Peeps out,—and, if there comes a shower of rain,
Retreats to his small domicile amain.

Touch but a tip of him, a horn—'tis well,—
He curls up in his sanctuary shell.
He's his own landlord, his own tenant; stay
Long as he will, he dreads no Quarter Day.
Himself he boards and lodges; both invites
And feasts himself; sleeps with himself o' nights.
He spares the upholsterer trouble to procure
Chattels; himself is his own furniture,
And his sole riches. Wheresoe'er he roam,
Knock when you will,—he's sure to be at home.

—*Charles Lamb.*

A Psalm of Life

What the Heart of the Young Man said to the Psalmist

Tell me not in mournful numbers,
"Life is but an empty dream!"
For the soul is dead that slumbers,
And things are not what they seem.

Life is real! Life is earnest!
And the grave is not its goal;
"Dust thou art, to dust returnest,"
Was not spoken of the soul.

Not enjoyment, and not sorrow,
Is our destined end or way;
But to act, that each to-morrow
Finds us farther than to-day.

Art is long, and time is fleeting,
And our hearts, though stout and brave,
Still like muffled drums, are beating
Funeral marches to the grave.

In the world's broad field of battle,
In the bivouac of life,
Be not like dumb, driven cattle,
Be a hero in the strife!

Trust no future, howe'er pleasant!
Let the dead past bury its dead!
Act—act in the living present!
Heart within, and God o'erhead!

Lives of great men all remind us
We can make our lives sublime,
And, departing, leave behind us
Footprints on the sands of time—

Footprints that perhaps another,
Sailing o'er life's solemn main
A forlorn and shipwreck'd brother,
Seeing, shall take heart again.

Let us, then be up and doing,
With a heart for any fate;
Still achieving, still pursuing,
Learn to labor and to wait.

—*Henry Wadsworth Longfellow.*

Warren's Address

Stand! the ground's your own, my braves!
Will ye give it up to slaves?
Will ye look for greener graves?
Hope ye mercy still?
What's the mercy despots feel?
Hear it in that battle peal!
Read it on yon bristling steel!
Ask it—ye who will.

Fear ye foes who kill for hire?
Will ye to your homes retire?
Look behind you! They're afire!
And, before you, see
Who have done it!—From the vale
On they come!—and will ye quail?—
Leaden rain and iron hail
Let their welcome be!

In the God of battles trust!
Die we may—and die we must;
But, oh, where can dust to dust
Be consigned so well,
As where heaven its dews shall shed,
On the martyred patriot's bed,
And the rocks shall raise their head,
Of his deeds to tell? —*John Pierpont.*

Good Name

Good name in man or woman, dear my lord,
Is the immediate jewel of their souls:
Who steals my purse, steals trash; 'tis something, nothing;
'Twas mine, 'tis his, and has been slave to thousands;
But he that filches from me my good name,
Robs me of that which not enriches him,
And makes me poor indeed. —*William Shakespeare.*

Written in March

The cock is crowing,
The stream is flowing,
The small birds twitter,
The lake doth glitter.

The green field sleeps in the sun;
The oldest and youngest
Are at work with the strongest;
The cattle are grazing,
Their heads never raising;
There are forty feeding like one!

Like an army defeated,
The snow hath retreated,
And now doth fare ill
On the top of the bare hill;
The plough-boy is whooping anon, anon.
There's joy in the mountains,
There's life in the fountains!
Small clouds are sailing,
Blue sky prevailing;
The rain is over and gone!

—*William Wordsworth.*

Sweet Afton

Flow gently, sweet Afton, among thy green braes,
Flow gently, I'll sing thee a song in thy praise;
My Mary's asleep by thy murmuring stream,
Flow gently, sweet Afton, disturb not her dream.

Thou stock-dove whose echo resounds thro' the glen,
Ye wild whistling blackbirds in yon thorny den,
Thou green-crested lapwing, thy screaming forbear,
I charge you disturb not my slumbering fair.

How lofty, sweet Afton, thy neighboring hills,
Far mark'd with the courses of clear, winding rills;
There daily I wander as noon rises high,
My flocks and my Mary's sweet cot in my eye.

How pleasant thy banks and green valleys below,
Where wild in the woodlands the primroses blow;
There oft, as mild ev'ning weeps over the lea,
The sweet-scented birk shades my Mary and me.

Thy crystal stream, Afton, how lovely it glides,
And winds by the cot where my Mary resides;
How wanton thy waters her snowy feet lave,
As gathering sweet flow'rets she stems thy clear wave.

Flow gently, sweet Afton, among thy green braes,
Flow gently, sweet river, the theme of my lays;
My Mary's asleep by thy murmuring stream,
Flow gently, sweet Afton, disturb not her dream.

—*Robert Burns.*

Auld Lang Syne

Should auld acquaintance be forgot,
And never brought to min'?
Should auld acquaintance be forgot,
And auld lang syne?

For auld lang syne, my dear,
For auld lang syne,
We'll tak a cup o' kindness yet,
For auld lang syne.

We twa hae run about the braes,
And pu'd the gowans fine;
But we've wander'd mony a weary foot
Sin' auld lang syne.

We twa hae paidled i' the burn,
From morning sun till dine;
But seas between us braid hae roar'd
Sin' auld lang syne.

And there's a hand, my trusty fiere,
  And gie's a hand o' thine;
And we'll tak a right guid-willie waught,
  For auld lang syne.

And surely ye'll be your pint-stowp,
  And surely I'll be mine;
And we'll tak a cup o' kindness yet
  For auld lang syne.

—*Robert Burns.*

Bannockburn

Robert Bruce's Address to His Army

Scots, wha hae wi' Wallace bled,
Scots, wham Bruce has aften led,
Welcome to your gory bed
  Or to victorie!

Now's the day, and now's the hour;
See the front o' battle lower;
See approach proud Edward's power—
  Chains and slaverie!

Wha will be a traitor knave?
Wha can fill a coward's grave?
Wah sae base as be a slave?
  Let him turn and flee!

Wha for Scotland's king and law
Freedom's sword will strongly draw,
Freeman stand, or freeman fa',
  Let him follow me!

By oppression's woes and pains!
By your sons in servile chains!
We will drain our dearest veins,
But they shall be free!

—*Robert Burns.*

SIXTH GRADE—FIRST HALF YEAR

The Marseillaise

Ye sons of Freedom, awake to glory!
Hark! hark! what myriads bid you rise!
Your children, wives, and grandsires hoary,
Behold their tears and hear their cries!
Shall hateful tyrants, mischiefs breeding,
With hireling hosts, a ruffian band,
Affright and desolate the land,
While peace and liberty lie bleeding?

Chorus:
To arms, to arms, ye brave!
The avenging sword unsheath!
March on, march on, all hearts resolved,
On victory or death.

Now, now the dangerous storm is scowling,
Which treacherous kings, confederate, raise;
The dogs of war, let loose, are howling,
And lo! our fields and cities blaze;
And shall we basely view the ruin,
While lawless force, with guilty stride,
Spreads desolation far and wide,
With crimes and blood his hands embruing?

With luxury and pride surrounded,
The vile, insatiate despots dare
(Their thirst of power and gold unbounded)
To mete and vend the light and air.
Like beasts of burden would they load us,
Like gods would bid their slaves adore;
But man is man, and who is more?
Then, shall they longer lash and goad us?

O Liberty, can man resign thee!
Once having felt thy generous flame?
Can dungeons, bars and bolts confine thee,
Or whips thy noble spirit tame?
Too long the world has wept, bewailing
That falsehood's dagger tyrants wield;
But freedom is our sword and shield,
And all their arts are unavailing.

—*Rouget de l'Isle.*

Concord Hymn

By the rude bridge that arched the flood,
Their flag to April's breeze unfurled,
Here once the embattled farmers stood,
And fired the shot heard round the world.

The foe long since in silence slept;
Alike the conqueror silent sleeps;
And Time the ruined bridge has swept
Down the dark stream that seaward creeps.

On this green bank, by this soft stream,
We set to-day a votive stone;
That memory may their deed redeem,
When, like our sires, our sons are gone.

Spirit, that made those heroes dare
To die, and leave their children free,
Bid Time and Nature gently spare
The shaft we raise to them and thee.

—*Ralph Waldo Emerson.*

Abou Ben Adhem

Abou Ben Adhem (may his tribe increase!)
Awoke one night from a deep dream of peace,
And saw, within the moonlight in his room,
Making it rich, and like a lily in bloom,
An angel, writing in a book of gold;
Exceeding peace had made Ben Adhem bold:
And to the presence in the room he said,
"What writest thou?" The vision raised its head,
And with a look made of all sweet accord,
Answered, "The names of those who love the Lord,"
"And is mine one?" said Abou. "Nay, not so,"
Replied the angel. Abou spoke more low,
But cheerily still; and said, "I pray thee, then,
Write me as one that loves his fellow-men."
The angel wrote and vanished. The next night
It came again, with a great wakening light,
And showed the names whom love of God had blessed,
And lo! Ben Adhem's name led all the rest.

—*Leigh Hunt.*

Our Flag

A handful stood beneath the flag
When first its colors cleft the air;
And sturdily they held it up,
And stubbornly they held it where
Against the little nation came
The children of an older fame.

To-day the thronging millions troop
Where floats that standard in their view;
And far and wide they roam, who love
Its gallant red and white and blue.
And if beneath an alien sky
They catch its gleam, their hearts reply.

It waves from village spire and roof,
It flutters from the school-house peak;
The little ones of many lands
Beneath its folds, one language speak,
And evermore its clustered stars
Are pledge of broken prison bars.

Oh, flag beloved, forever dear!
Oh, flag unstained by sordid deeds!
Wide spread thy folds and gather safe
The men of various warring creeds,
Of diverse race, of separate blood,
To thee who crowd o'er field and flood.

Thine be the symbol of a love
As wide as man, as deep as God.
Thine be the tenderness and strength
To bless the new world's virgin sod;
And ours, dear flag, the joy to stand
Beneath thee, loyal to our land.

—*Margaret E. Sangster.*

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Orpheus with His Lute

Orpheus with his lute made trees,
And the mountain tops that freeze,
  Bow themselves when he did sing:
To his music plants and flowers
Ever sprung, as sun and showers
  There had made a lasting spring.

Everything that heard him play,
Even the billows of the sea,
  Hung their heads, and then lay by.
In sweet music is such art,
Killing care and grief of heart
  Fall asleep, or hearing, die.

—*William Shakespeare.*

At Morning

The day returns and brings us the petty round of irritating concerns and duties. Help us to play the man, help us to perform them with laughter and kind faces, let cheerfulness abound with industry, give us to go blithely on our business all this day, bring us to our resting beds weary and content and undishonored, and grant us in the end the gift of sleep.

—*Robert Louis Stevenson.*

The Throstle

"Summer is coming, summer is coming,
I know it, I know it, I know it.
Light again, leaf again, love again."
Yes, my wild little Poet.

Sing the new year in under the blue.
Last year you sang it as gladly.
"New, new, new, new!" Is it then so new
That you should carol so madly?

"Love again, song again, nest again, young again."
Never a prophet so crazy!
And hardly a daisy as yet, little friend,
See, there is hardly a daisy.

"Here again, here, here, here, happy year!"
O warble, unchidden, unbidden!
Summer is coming, is coming, my dear,
And all the winters are hidden.

—*Alfred, Lord Tennyson.*

"America for Me"

'Tis fine to see the Old World, and travel up and down
Among the famous palaces and cities of renown,
To admire the crumbly castles and the statues of the kings,—
But now I think I've had enough of antiquated things.

So it's home again, and home again, America for me!
My heart is turning home again, and there I long to be,
In the land of youth and freedom beyond the ocean bars,
Where the air is full of sunlight and the flag is full of stars.

Oh, London is a man's town, there's power in the air;
And Paris is a woman's town, with flowers in her hair;
And it's sweet to dream in Venice, and it's great to study Rome;
But when it comes to living there is no place like home.

I like the German fir-woods, in green battalions drilled;
I like the gardens of Versailles with flashing fountains filled;
But, oh, to take your hand, my dear, and ramble for a day
In the friendly western woodland where Nature has her way!

I know that Europe's wonderful, yet something seems to lack:
The Past is too much with her, and the people looking back.
But the glory of the Present is to make the Future free,—
We love our land for what she is and what she is to be.

Oh, it's home again, and home again, America for me!
I want a ship that's westward bound to plough the rolling sea,
To the blessed Land of Room Enough beyond the ocean bars,
Where the air is full of sunlight and the flag is full of stars.

—*Henry van Dyke.*

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L'Envoi

When earth's last picture is painted, and the tubes are twisted and dried,
When the oldest colors have faded, and the youngest critic has died,
We shall rest, and, faith, we shall need it—lie down for an eon or two,
Till the Master of all good workmen shall set us to work anew!

And those that were good shall be happy: They shall sit in a golden chair.
They shall splash at a ten-league canvas with brushes of comet's hair;
They shall find real saints to draw from—Magdalene, Peter and Paul;
They shall work for an age at a sitting and never get tired at all!

And only the Master shall praise them, and only the Master shall blame;
And no one shall work for money, and no one shall work for fame;
But each for the joy of working, and each, in his separate star,
Shall draw the Thing as he sees It for the God of Things as They Are!

—*Rudyard Kipling.*

If

If you can keep your head when all about you
  Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt you,
  But make allowance for their doubting, too;

If you can wait and not be tired of waiting,
  Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
  And yet don't look too good, nor talk too wise;

If you can dream—and not make dreams your master;
  If you can think—and not make thoughts your aim;
If you can meet with Triumph and Disaster
  And treat those two impostors just the same;
If you can bear to hear the truth you've spoken
  Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken
  And stoop and build 'em up with worn-out tools;

If you can make one heap of all your winnings
  And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
  And never breathe a word about your loss;
If you can force your heart and nerve and sinew
  To serve your turn long after they are gone,
And so hold on when there is nothing in you
  Except the Will which says to them: "Hold on!"

If you can talk with crowds and keep your virtue,
  Or walk with Kings—nor lose the common touch.
If neither foes nor loving friends can hurt you,
  If all men count with you, but none too much;
If you can fill the unforgiving minute
  With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
  And—what is more—you'll be a Man, my son!

—*Rudyard Kipling.*

Together

When Crew and Captain understand each other to the core,
It takes a gale and more than a gale to put their ship ashore;
For the one will do what the other commands, although they are chilled to the bone,
And both together can live through weather that neither can face alone.

—*Rudyard Kipling.*

SIXTH GRADE—SECOND HALF YEAR

The Flag Goes By

Hats off!
Along the street there comes
A blare of bugles, a ruffle of drums,
A flash of color beneath the sky:
Hats off!
The flag is passing by!

Blue and crimson and white it shines,
Over the steel-tipped, ordered lines.
Hats off!
The colors before us fly;
But more than the flag is passing by.

Sea-fights and land-fights, grim and great,
Fought to make and to save the State:
Weary marches and sinking ships;
Cheers of victory on dying lips;

Days of plenty and years of peace;
March of a strong land's swift increase;
Equal justice, right, and law,
Stately honor and reverend awe:

Sign of a nation, great and strong
To ward her people from foreign wrong:
Pride and glory and honor,—all
Live in the colors to stand or fall.

Hats off!
Along the street there comes
A blare of bugles, a ruffle of drums;
And loyal hearts are beating high:
Hats off!
The flag is passing by!

—*Henry Holcomb Bennett.*

To the Fringed Gentian

Thou blossom bright with autumn dew,
And colored with heaven's own blue,
That openest when the quiet light
Succeeds the keen and frosty night.

Thou comest not when violets lean
O'er wandering brooks and springs unseen,
Or columbines, in purple dressed,
Nod o'er the ground bird's hidden nest.

Thou waitest late and com'st alone,
When woods are bare and birds are flown,
And frost and shortening days portend
The aged year is near his end.

Then doth thy sweet and quiet eye
Look through its fringes to the sky,
Blue—blue—as if the sky let fall
A flower from its cerulean wall.

I would that thus, when I shall see
The hour of death draw near to me,
Hope, blossoming within my heart,
May look to heaven as I depart.

—*William Cullen Bryant.*

The Yellow Violet

When beechen buds begin to swell,
And woods the bluebird's warble know
The yellow violet's modest bell
Peeps from the last year's leaves below.

Ere russet fields their green resume,
Sweet flower, I love, in forest bare,
To meet thee, when thy faint perfume
Alone is in the virgin air.

Of all her train, the hands of Spring
First plant thee in the watery mold,
And I have seen thee blossoming
Beside the snow bank's edges cold.

Thy parent sun, who bade thee view
Pale skies, and chilling moisture sip,
Has bathed thee in his own bright hue,
And streaked with jet thy glowing lip.

Yet slight thy form, and low thy seat,
And earthward bent thy gentle eye,
Unapt the passing view to meet,
When loftier flowers are flaunting nigh.

Oft, in the sunless April day,
Thy early smile has stayed my walk;
But midst the gorgeous blooms of May,
I passed thee on thy humble stalk.

So they who climb to wealth forget
The friends in darker fortunes tried.
I copied them—but I regret
That I should ape the ways of pride.

And when again the genial hour
Awakes the painted tribes of light,
I'll not o'erlook the modest flower
That made the woods of April bright.

—*William Cullen Bryant.*

The Destruction of Sennacherib

The Assyrian came down like the wolf on the fold,
And his cohorts were gleaming in purple and gold;
And the sheen of their spears was like stars on the sea,
When the blue wave rolls nightly on deep Galilee.

Like the leaves of the forest when summer is green,
That host with their banners at sunset were seen:
Like the leaves of the forest when autumn hath blown,
That host on the morrow lay withered and strown.

For the Angel of Death spread his wings on the blast,
And breathed in the face of the foe as he passed;
And the eyes of the sleepers waxed deadly and chill,
And their hearts but once heaved, and forever grew still!

And there lay the steed with his nostril all wide,
But through it there rolled not the breath of his pride
And the foam of his gasping lay white on the turf,
And cold as the spray of the rock-beating surf.

And there lay the rider, distorted and pale,
With the dew on his brow, and the rust on his mail;
And the tents were all silent, the banners alone,
The lances unlifted, the trumpet unblown.

And the widows of Ashur are loud in their wail,
And the idols are broke in the temple of Baal;
And the might of the Gentile, unsmote by the sword,
Has melted like snow in the glance of the Lord!

—*George Gordon, Lord Byron.*

Work

Down and up, and up and down,
  Over and over and over;
Turn in the little seed, dry and brown,
  Turn out the bright red clover.
Work, and the sun your work will share,
  And the rain in its time will fall;
For Nature, she worketh everywhere,
  And the grace of God through all.

With hand on the spade and heart in the sky,
  Dress the ground, and till it;
Turn in the little seed, brown and dry,
  Turn out the golden millet.
Work, and your house shall be duly fed;
  Work, and rest shall be won;
I hold that a man had better be dead
  Than alive, when his work is done!

Down and up, and up and down,
  On the hill-top, low in the valley;
Turn in the little seed, dry and brown,
  Turn out the rose and lily.
Work with a plan, or without a plan,
  And your ends they shall be shaped true;
Work, and learn at first hand, like a man,—
  The best way to know is to do!

Down and up till life shall close,
  Ceasing not your praises;
Turn in the wild white winter snows,
  Turn out the sweet spring daisies.
Work, and the sun your work will share,
  And the rain in its time will fall;
For Nature, she worketh everywhere,
  And the grace of God through all.

—*Alice Cary.*

The Blue and the Gray

By the flow of the inland river
  Where the fleets of iron have fled,
Where the blades of grave grass quiver,
  Asleep are the ranks of the dead;

Under the sod and the dew,
  Waiting the judgment day—
Under the one, the blue;
  Under the other, the gray.

These in the robings of glory,
  Those in the gloom of defeat,
All, with the battle blood gory,
  In the dusk of eternity meet;
Under the sod and the dew,
  Waiting the judgment day—
Under the laurel, the blue;
  Under the willow, the gray.

From the silence of sorrowful hours
  The desolate mourners go,
Lovingly laden with flowers
  Alike for the friend and the foe;
Under the sod and the dew,
  Waiting the judgment day—
Under the roses, the blue;
  Under the lilies, the gray.

So, with an equal splendor
  The morning sun-rays fall,
With a touch impartially tender,
  On the blossoms blooming for all;
Under the sod and the dew,
  Waiting the judgment day—
'Broidered with gold, the blue;
  Mellowed with gold, the gray.

So, when the summer calleth
On forest and field of grain,
With an equal murmur falleth
The cooling drip of the rain;
Under the sod and the dew,
Waiting the judgment day—
Wet with the rain, the blue;
Wet with rain, the gray.

Sadly, but not with upbraiding,
The generous deed was done;
In the storm of the years that are fading,
No braver battle was won;
Under the sod and the dew,
Waiting the judgment day—
Under the blossoms, the blue;
Under the garlands, the gray.

No more shall the war-cry sever,
Or the winding rivers be red;
They banish our anger forever
When they laurel the graves of our dead!
Under the sod and the dew,
Waiting the judgment day—
Love and tears for the blue;
Tears and love for the gray.

—*Francis Miles Finch.*

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Excelsior

The shades of night were falling fast,
As through an Alpine village passed
A youth, who bore, 'mid snow and ice,
A banner with the strange device,
Excelsior!

His brow was sad; his eye beneath,
Flashed like a falchion from its sheath,
And like a silver clarion rung
The accents of that unknown tongue,
Excelsior!

In happy homes he saw the light
Of household fires gleam warm and bright;
Above, the spectral glaciers shone,
And from his lips escaped a groan,
Excelsior!

"Try not the Pass!" the old man said;
"Dark lowers the tempest overhead,
The roaring torrent is deep and wide!"
And loud the clarion voice replied,
Excelsior!

"O stay," the maiden said, "and rest
Thy weary head upon this breast!"
A tear stood in his bright blue eye,
But still he answered with a sigh,
Excelsior!

"Beware the pine tree's withered branch!
Beware the awful avalanche!"
This was the peasant's last Good-night,
A voice replied, far up the height,
Excelsior!

At break of day, as heavenward
The pious monks of Saint Bernard
Uttered the oft-repeated prayer,
A voice cried through the startled air,
Excelsior!

A traveler, by the faithful hound,
Half buried in the snow was found,
Still grasping in his hand of ice,
That banner with the strange device,
Excelsior!

There in the twilight cold and gray,
Lifeless, but beautiful, he lay,
And from the sky, serene and far,
A voice fell, like a falling star,
Excelsior!

—*Henry Wadsworth Longfellow.*

Hie Away

Hie away, hie away!
Over bank and over brae,
Where the copsewood is the greenest,
Where the fountains glisten sheenest,
Where the lady fern grows strongest,
Where the morning dew lies longest,
Where the blackcock sweetest sips it,
Where the fairy latest trips it:
Hie to haunts right seldom seen,
Lovely, lonesome, cool and green,,
Over bank and over brae,
Hie away, hie away!

—*Sir Walter Scott.*

Song: Soldier, Rest

Soldier, rest! thy warfare o'er,
Sleep the sleep that knows not breaking;
Dream of battled fields no more,
Days of danger, nights of waking.

In our isle's enchanted hall,
  Hands unseen thy couch are strewing,
Fairy strains of music fall,
  Every sense in slumber dewing.
Soldier, rest! thy warfare o'er,
Dream of fighting fields no more;
Sleep the sleep that knows no breaking,
Morn of toil, nor night of waking.

No rude sound shall reach thine ear,
  Armor's clang or war-steed champing,
Trump nor pibroch summon here
  Mustering clan or squadron tramping.
Yet the lark's shrill fife may come
  At the daybreak from the fallow,
And the bittern sound his drum,
  Booming from the sedgy shallow,
Ruder sounds shall none be near,
Guards no warders challenge here,
Here's no war-steed's neigh and champing,
Shouting clans of squadrons stamping.

Huntsman, rest! thy chase is done;
  While our slumbrous spells assail ye,
Dream not, with the rising sun,
  Bugles here shall sound reveillé.
Sleep! the deer is in his den;
  Sleep! thy hounds are by thee lying;
Sleep! nor dream in yonder glen
  How thy gallant steed lay dying.
Huntsman, rest! thy chase is done;
Think not of the rising sun,
For at dawning to assail ye
Here no bugles sound reveillé.

—*Sir Walter Scott.*

LOCHINVAR

O, young Lochinvar is come out of the west,
Through all the wide Border his steed was the best;
And save his good broadsword, he weapons had none,
He rode all unarm'd, and he rode all alone.
So faithful in love, and so dauntless in war,
There never was Knight like the young Lochinvar.

He staid not for brake, and he stopp'd not for stone,
He swam the Eske river where ford there was none;
But ere he alighted at Netherby gate,
The bride had consented, the gallant came late;
For a laggard in love, and a dastard in war,
Was to wed the fair Ellen of brave Lochinvar.

So boldly he enter'd the Netherby Hall,
Among bridesmen, and kinsmen, and brothers, and all:
Then spoke the bride's father, his hand on his sword,
(For the poor craven bridegroom said never a word,)
"O come ye in peace here, or come ye in war,
Or to dance at our bridal, young Lord Lochinvar?"—

"I long woo'd your daughter, my suit you denied;—
Love swells like the Solway, but ebbs like its tide—
And now I am come, with this lost love of mine,
To lead but one measure, drink one cup of wine.
There are maidens in Scotland more lovely by far,
That would gladly be bride to the young Lochinvar."

The bride kiss'd the goblet: the knight took it up,
He quaff'd off the wine, and he threw down the cup.
She look'd down to blush, and she look'd up to sigh,
With a smile on her lips, and a tear in her eye.
He took her soft hand, ere her mother could bar,—
"Now tread we a measure!" said young Lochinvar.

So stately his form, and so lovely her face,
That never a hall such a galliard did grace;
While her mother did fret, and her father did fume,
And the bridegroom stood dangling his bonnet and plume;
And the bride-maidens whisper'd, "'Twere better by far,
To have match'd our fair cousin with young Lochinvar."

One touch to her hand, and one word in her ear,
When they reach'd the hall-door, and the charger stood near;
So light to the croupe the fair lady he swung,
So light to the saddle before her he sprung!
"She is won! we are gone, over bank, bush, and scaur;
They'll have fleet steeds that follow," quoth young Lochinvar.

There was mounting 'mong Græmes of the Netherby clan;
Forsters, Fenwicks, and Musgraves, they rode and they ran:
There was racing and chasing, on Cannobie Lee,
But the lost bride of Netherby ne'er did they see.
So daring in love, and so dauntless in war,
Have ye e'er heard of gallant like young Lochinvar?

—*Sir Walter Scott.*

The Parting of Marmion and Douglas

(*From "Marmion"*)

Not far advanced was morning day,
When Marmion did his troop array,
To Surrey's camp to ride;

He had safe conduct for his band,
Beneath the royal seal and hand,
And Douglas gave a guide.

The train from out the castle drew,
But Marmion stopped to bid adieu:
"Though something I might 'plain," he said,
"Of cold respect to stranger guest,
Sent hither by your king's behest,
While in Tantallon's towers I staid;
Part we in friendship from your land,
And, noble Earl, receive my hand."
But Douglas round him drew his cloak,
Folded his arms, and thus he spoke:
"My manors, halls, and bowers shall still
Be open, at my sovereign's will,
To each one whom he lists, howe'er
Unmeet to be the owner's peer.
My castles are my king's alone,
From turret to foundation stone;
The hand of Douglas is his own;
And never shall, in friendly grasp,
The hand of such as Marmion clasp."

Burned Marmion's swarthy cheek like fire,
And shook his very frame for ire;
And "This to me," he said,
"An 'twere not for thy hoary beard,
Such hand as Marmion's had not spared
To cleave the Douglas head!
And, first, I tell thee, haughty peer,
He, who does England's message here,
Although the meanest in her state,
May well, proud Angus, be thy mate:

And, Douglas, more, I tell thee here,
  Even in thy pitch of pride—
Here, in thy hold, thy vassals near,
  I tell thee, thou'rt defied!
And if thou said'st, I am not peer
To any lord in Scotland here,
Lowland or Highland, far or near,
  Lord Angus, thou hast lied!"

On the Earl's cheek, the flush of rage
O'ercame the ashen hue of age:
Fierce he broke forth; "And dar'st thou then
To beard the lion in his den,
  The Douglas in his hall?
And hopest thou hence unscathed to go?
No, by Saint Bride of Bothwell, no!
Up draw-bridge, grooms,—what, warder, ho!
  Let the portcullis fall."
Lord Marmion turned,—well was his need,
And dashed the rowels in his steed,
Like arrow through the archway sprung;
The ponderous grate behind him rung:
To pass there was such scanty room,
The bars, descending, razed his plume.

The steed along the draw-bridge flies,
Just as it trembled on the rise;
Nor lighter does the swallow skim
Along the smooth lake's level brim;
And when Lord Marmion reached his band
He halts, and turns with clinched hand
And shout of loud defiance pours,
And shook his gauntlet at the towers.
"Horse! horse!" the Dougals cried, "and chase!"

But soon he reined his fury's pace:
"A royal messenger he came,
Though most unworthy of the name.
Saint Mary mend my fiery mood!
Old age ne'er cools the Douglas' blood;
I thought to slay him where he stood.
'Tis pity of him, too," he cried;
"Bold he can speak, and fairly ride—
I warrant him a warrior tried."
With this his mandate he recalls,
And slowly seeks his castle halls.

—*Sir Walter Scott.*









